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ABSTRACT

This report reviews policies and services developed at the University of Washington, Seattle for international students, assesses the adequacy of the service and recommends changes that are needed. Recommendations cover six areas: general, support services, admissions, financial resources, English as a second language, and governmental regulatory changes. A proposed policy statement is included. (MJM)

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FINAL REPORT

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CONTENTS

Section	Page
Summary	1
Background and Perspective	4
Charge to the Committee	4
Related Past Studies	5
International Student Enrollment	6
Study Goals	7
Intermediate Findings and Administrative Action	9
Policy Need	9
Discussion	10
Recommendations	12
Recommendations: General	12
Recommendations: Support Services	16
Recommendations: Admissions	17
Recommendations: Financial Resources	19
Recommendations: English as a Second Language	20
Recommendation: Governmental Regulatory Changes	22
Proposed Policy Statement	24
Introduction	24
Policy	25
Note on Appendices	31

Final Report
August 1973

SUMMARY

Committee Charge

The Committee on Foreign Student Policies and Services was appointed in January 1972 by the Provost to conduct a broad inquiry into policy matters and service programs of the University affecting international students, defined in this report as those students entering the U.S. with one or another type of non-immigrant visa.

The Provost in recent years had come to question the present effectiveness of University efforts in arranging suitable educational programs and support services for students from abroad; the most recent review of international student programs conducted by the University occurred back in 1961 when enrollment was about half its present size and many degree programs were quite different from those of today. It seemed timely to undertake the current review.

General Comments

Considerable information, both descriptive and analytical, has been assembled by the Committee and leads to the several observations which follow. At the outset, the Committee wishes to state its belief that the University, like other major educational institutions throughout the world, must provide educational opportunities for well-qualified students from other nations, particularly those students prepared to engage in graduate and professional level studies. The University has special competence in providing advanced instruction in certain disciplines, instruction not available to international students in their home countries. Further, the education of American students is not served by narrow provincialism or cultural myopia and the inclusion on campus of a number of able international students is one important element in providing cross-cultural experience.

Institutional Policy

A troublesome early finding of the Committee was that no overall institutional policy could be identified for guiding the organization of educational and service programs for international students. The Committee therefore proposes a policy document (see page24) in draft form for the consideration of the administration. A policy statement should be helpful both to the University and to international students in clarifying mutual educational responsibilities.

Advisory Staff

The Committee supports the continuance of a small specialist advisory staff in the International Services Office which is especially qualified to assist international students in coping with the problems of a new educational and cultural environment. Such a staff should be part of the University's student personnel organization (a move recently accomplished upon Committee recommendation) and not operate as an essentially autonomous group. A major concern about the provision of services is that international students be encouraged to use regular University offices as much as possible for necessary assistance rather than overrelying upon a specialist staff--it is important that these students not be shielded or "protected" from the regular service agencies of the University.

Financial Problems

Financial problems frequently plague students from abroad, both as a result of limited home funds and restrictions placed upon work opportunities in the U.S. The University must put greater stress upon the need for international students to secure adequate resources before applying for admission but must also recognize that unforeseen emergencies will arise for students once here often necessitating educational grants or loans. A consolidated financial aids program for international students rather than the present decentralized and uncoordinated system is desirable.

Admissions

Present admissions regulations, both at the graduate and undergraduate level, appear generally adequate, though some minor alterations are now being made to clarify the nature of University requirements and to speed the procedural process. It is suggested, however, that the period of admissions eligibility for international students be extended to two years rather than the present one-year period because these students frequently have to postpone study plans due to financial or other difficulties and the drawn-out reapplication process becomes burdensome for both students and the University. Concern has been expressed that some departments may exercise unwarranted discriminatory practices in the selection of applicants and a follow-up inquiry into such a possibility is desirable. Departmental practices governing the admission of international students must be consistent with general University policy for regular and discretionary admissions in matters of national origin, race, religion, and/or sex.

English Language Skills

Despite the intention of American universities, including our own, to restrict admittance only to students from abroad with adequate English skills, it frequently happens that one or another aspect of students' English language skills do not meet the standards necessary for effective study. Because of this problem the University has conducted an English as a Second Language Program for non-native speakers of English for a number of years. The popularity of the program is indicated by enrollment almost doubling in the most recent two-year period. Though much dedicated effort has been expended in behalf of this program problems have arisen which need attention. Little assessment activity has been undertaken to demonstrate the degree of increased language skills resulting from the instructional program; some hard-nosed effectiveness analysis is needed.

Maintenance of optimum class size is hampered by the acceptance of many non-native speakers of English who, though not international students by our definition, find ESL courses of use to them. If additional ESL program support cannot be developed, initial priority for class assignment should be accorded international students and class size limited as necessary. The Committee voiced serious objections to the present administrative structure within which ESL operates. The parent department, Linguistics, offers minimal support since ESL has low priority in departmental interests. The University administration should examine alternate administrative arrangements as a means for stimulating program improvement.

Curriculum Effectiveness

Academic departments with substantial international student enrollments periodically need to evaluate the effectiveness of their programs in serving the best interests of those students who must eventually practice their professions in less technologically developed countries. The regular curriculum may need to be buttressed by other practical learning opportunities (e.g., field experience) which are important for practice in these countries.

University-wide Program Planning

Finally, the Committee believes coherence among programs throughout the campus serving international students needs to be strengthened. Individual departments or offices of the University have adopted practices as needed and these come to have the force of policy. The University has a collection of programs, not a planned system. The absence of overall institutional policy concerning international students has doubtless contributed to this state of affairs. There is need for a mechanism within the University which monitors existing programs affecting international students, and proposes program alterations or additions as required in light of overall institutional policy. It is recommended that an advisory committee having faculty, staff and student representation be established to serve as the mechanism and that this committee report its counsel through the Vice President for Student Affairs.

BACKGROUND AND PERSPECTIVE

Charge to the Committee

The Committee on Foreign* Student Policies and Services, appointed in January 1972 by the Provost, was charged with reviewing policies and services developed for international students, assessing the adequacy of these, and recommending whatever changes seem needed. Among the topics suggested for inclusion in the study were admissions procedures, advisability of enrolling international students, extent of financial aid, roles of the International Services Office and the Foundation for International Understanding through Students, etc. The key to the charge was "....approach the study broadly."

The Committee extensively studied most of those matters included in the charge and moved to other issues which naturally emerged as a consequence of its inquiry. The result has been the development of a substantial amount of information, both descriptive and analytical, which is covered in somewhat condensed form in the main body of the report and presented in detail in the appendices.

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*The word "foreign" has been frequently used in the past and is still commonly used at present to describe students at American universities and colleges who are foreign nationals. Unfortunately the word has come to acquire the connotation of alien, strange or simply different and many, particularly the students for whom the appelation is used, believe this negative implication is demeaning and should be avoided. A much more acceptable descriptor for students from other countries, one gaining increasing use, is the term "international student" and this Committee believes that the University ought to adopt sole use of this term in the future when describing students from other countries.

Related Past Studies

A considerable number of studies, reviews, etc. into programs affecting international students have been conducted at other American universities. The results of these will not be summarized here because they do not bear particularly upon our own institutional concerns. At best these reports provided the Committee with general background information preparatory to beginning its inquiry.

Only two studies of any recency concerning international students have been conducted by the University and they are noted below. (A 1966 consultant report from the National Association of Foreign Student Affairs, also a useful source document, is examined later under Discussion.) (1) A major program review was conducted in 1961 by the ad hoc Committee on Foreign Students and some of its recommendations, those mainly governing increased services, were implemented; a consequence of the ad hoc Committee report was the appointment of the Advisory Committee on International Educational Activities, operative during 1962-66, which attempted to induce institutional support for the notion of increased programs for international students (a similarly named committee has operated since 1966 but the focus of activities touches little on programs affecting international students.) (2) A questionnaire study of student use of services was carried out in 1971 by the Division of International Programs. The main interest centered about the reaction of international students to the effectiveness of services of the International Services Office (ISO).

The responses were somewhat equivocal and suggested the need for additional information in order to judge the effectiveness of programs.

International Student Enrollment

It is important to note that there is sometimes confusion about the composition of the international student body and some clarification is needed. Variously the group is meant to include (a) students who are classified by the Immigration and Naturalization Service (INS) as non-immigrants, or (b) students who are classified by the INS as either immigrants or non-immigrants, or (c) students who are non-native speakers of English regardless of any previous INS classification. These different reference groups, progressively increasing in size in the order given, are used according to the perceived service responsibilities of separate campus departments and offices. The fall 1972 University enrollment for (a) is 1,006*; the comparable figure for (b) is 1,611; the value for (c) is unknown. It is the Committee's belief that the University should reserve the use of "international students" to describe only those from the (a) category (about 3% of total enrollment), the group for which special educational programming has been traditionally designed.** This convention will be followed throughout the report.

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*Foreign Students in Washington's Colleges and Universities, Council on Higher Education, February 1973.

**The same reasoning was expressed in a 1971 report of the Advisory Committee on Foreign Students, University of California, as follows:

> *...whenever reference is made to 'foreign students' we are referring solely to those on non-immigrant visas and are specifically excluding those who have already obtained immigrant status in the U.S....we feel it is misleading, particularly in statistical tables, to include their numbers [immigrants] with those of the bona fide non-immigrant foreign student.*

As one would expect, the University outpaces all other institutions in the state in the enrollment of international students, particularly those at the advanced levels of instruction. The University enrolls about one-third of all international students who are at the several colleges and universities in the state, but enrolls only one-fifth of all students at these same institutions. Further, about three-fourths of the international graduate and professional student group in the state enrolls at the University, as against one-half of all the graduate and professional student group. These proportions have been relatively stable over the past few years and clearly indicate that in comparison with other institutions in the state, the UW enrolls a disproportionate number of international students with the number heavily weighted in favor of graduate and professional students.

Study Goals

The Committee early perceived that the task set for it was sizable; that indeed, if limitations on the inquiry were not established, Committee efforts would be dissipated over a vast range of topics. Consequently, the Chairman, with the concurrence of the Committee, set study goals which seemed both important and feasible; they are as follows:

1) an evaluation of present admissions procedures and the possibilities of desirable modifications
2) an analysis of financial aids resources available to international students and the degree to which these students have sufficient funds for educational needs

3) a comprehensive review of the kinds of special service programs organized to assist international students in adapting to the requirements of a new educational system

4) a critique of the University's English as a Second Language program (ESL) in terms of its effectiveness in facilitating improved English language skills for international students who are deficient in these skills

5) an examination of the educational expectations which international students hold at time of initial enrollment and the degree to which such hopes and beliefs are confirmed or denied by actual experience

The above general propositions, while not totally encompassing of all matters important both to the University and to international students, were those which the Committee believed could be realistically examined in the time scale set for the full study--originally six to 12 months. The Committee was been successful in completing the study task set for itself but missed the time scale by a good mark. This is probably the result of two factors: an unduly optimistic forecast of rate of progress; and the considerable turnover which occurred among Committee members (of the original 13 Committee members, only 5 remain; 4 replacements have been made).

The major work of the Committee was conducted through the mechanism of subcommittee studies focusing on the five major themes noted immediately above. The subcommittee reports are extensive and are recorded as appendices of this final report. The recommendations stemming from the reports are organized in the next major section.

Intermediate Findings and Administrative Action

It is important to note, however, that the method of conducting the study, piecemeal analysis of different topics by subcommittees, has not delayed all administrative action until the filing of this final report. A progress report was filed in June 1972 with the Provost, noting a number of problems which had been uncovered and the directions in which the study was proceeding. In January 1973, a second progress report (Appendix VI) was submitted which highlighted problem areas and suggested courses of action which should proceed at the earliest possible time. As a result of these reports, three steps were taken: first, the ISO was transferred from the Office of the Vice President for Academic Affairs to the Office of the Vice President for Student Affairs because of prevailing judgment that ISO, primarily a support service office, should be administered in the same division as other student services offices. Second, the Foundation for International Understanding through Students (FIUTS), a community volunteer organization providing a range of services to international students, was advised that the University wished to change present support arrangements (indirect subsidy) and negotiate a contract with FIUTS for the provision of specialized services. Third, administrative action has been taken on recommendations recently submitted to the Provost by the Subcommittee on English as a Second Language which call for a substantial overhaul in the management and operation of the ESL program. A task force has been established to consider how the recommendations can be effected.

Policy Need

A problem which from the very beginning confronted the subcommittees and the full Committee alike was the lack of University policy specifying the responsibilities and obligations of both the University and international students to a program intended to accomplish an important social outcome--the provision of superior educational opportunities for students from abroad. Without such policy available, the Committee lacked useful guidelines by which to judge the effectiveness of the total University programming effort and therefore had to proceed upon the basis of its own assumptions about what constituted important elements in a total program. Of one thing the Committee is sure: given the absence of overall institutional policy regarding international students, individual offices and departments of the University have attempted to fill the vacuum by creating their own local and frequently unwritten policies. The resulting effort has been the development of a network of services, loosely held together through a series of mutual understandings among those departments and offices which interact with international students.

Clearly there is a need for an overall policy statement which sets out the mutual responsibilities of the University and the international students. This Committee, after careful study of the issues involved, has drafted a policy statement (page 24) for consideration by the administration.

Discussion

It is striking that the major findings of the Committee as outlined in the next section on Recommendations overlap considerably with the findings of the National Association of Foreign Student Affairs consulting team which visited the UW in 1966. The report of the latter pointed out, for example, the necessity to establish a University standing committee solely concerned with the improvement of programs for international students, to provide more detailed pre-admissions information to students in their home countries, to effect improved coordination among the many campus offices assisting international students, to arrange for FIUTS to operate independently of the University administrative structure, to provide more specialized assistance to ISO for handling involved counseling problems, and the like. A reading of the present report will uncover similar recommendations and reinforces the views of the Committee that past observations about program inadequacies have had little impact upon the University. Hopefully, the recommendations of this report will have greater success in focusing attention upon the need for certain corrective actions.

RECOMMENDATIONS

The recommendations which follow, organized within categories for easy reference, are primarily the result of the work of the several subcommittees which undertook the study of specific topics (see appendices). In some instances the Committee as a whole modified or added to the individual subcommittee recommendations.

Recommendations with general administrative significance, those considered most important from the standpoint of institutional policy and administration of services, are offered first followed by others identified by topic. The recommendations are listed within any category in approximate decreasing order of priority.

Recommendations: General

Extensive interviews with heads of service offices, department chairmen, faculty advisers and international students established that the overriding institutional deficiency was lack of clearcut University policy. Until a central position is taken by the University with respect to its expectations of and responsibilities to international students, it will be difficult to arrive at an understanding about the kinds and levels of service, academic as well as supportive, which should be sustained. A proposed policy statement (see page 24) has been written by the Committee for consideration as an appropriate document.

An Advisory Committee for International Student Programs, comprised of faculty, students and consultant staff, is needed to monitor University policy affecting international students and to offer direction and support for future changes needed in campus support programs. This Committee should report to the Vice President for Student Affairs, a level at which its voice will have impact.

A confusion of service roles seemed evident in the case of the International Services Office and the Foundation for International Understanding through Students--the former a University administrative office and the latter a community volunteer organization. The two organizations have a common commitment to serve international students but lack of coordination between the two units (at least partly the result of ambiguous institutional policy) produced conflict where complementation was needed. The responsibilities of the two organizations need clarification.

In order to achieve a clearer specification of ISO responsibilities and to assure greater coordination of services for students, it was judged that ISO should be incorporated into the division which has general responsibility for all student services--Student Affairs. The Committee's position, offered in a preliminary report, was accepted and the transfer has already been made.

The present approach of the University to providing partial support for FIUTS is a complicated indirect subsidy arrangement. Space for FIUTS is assigned within an existing University organization and the salary of its principal staff member is carried on a University budget. It would be better to have a clean separation between the University and FIUTS. The University should determine which services it wants FIUTS to perform and contract for these in the normal manner.

It became quite apparent that one of the consequences of inadequate program coordination was the lack of information in the hands of academic advisers about institutional resources available to international students.

Unless advisers are sufficiently aggressive to seek out sources of information they are likely to be ignorant of special services available to international students as, for example, the array of remedial English classes, existence of an orientation program, immigration counseling, etc. Advisers' effectiveness is clearly limited if they do not have the requisite information. It is suggested that the ISO organize adviser workshops, annually if not oftener, to overcome this problem. (A trial workshop, "Passport to Understanding," was held May 9, 1973 under the sponsorship of the Board of Advising and received much favorable comment. Joint sponsorship by ISO and the Board might be desirable.)

The University is passing up an opportunity to use students from other countries as parateachers in courses dealing with the commerce, culture, government, etc. of other nations. International students could serve as knowledgeable teacher aides in such courses but the University has no formalized program to draw upon these talents.

The appropriateness of lodging the ESL program in the Department of Linguistics is seriously questioned. The Department is only mildly supportive of program aims because it is not generally interested in fostering applied linguistic analysis. Administrative realignment seems necessary.

Immigrant students are sometimes enrolled in special EOP English classes for language skills improvement; however, such courses are not generally suited to students whose native language is not English and the practice is questionable.

1. ENUNCIATE A POLICY TOWARD THE PROVISION OF EDUCATIONAL OPPORTUNITIES FOR INTERNATIONAL STUDENTS WHICH IS SUFFICIENT IN DETAIL TO PROVIDE PROGRAM GUIDELINES FOR ACADEMIC AND SUPPORT DEPARTMENTS HAVING RESPONSIBILITIES FOR SUCH STUDENTS.

2. APPOINT A STANDING ADVISORY COMMITTEE ON INTERNATIONAL STUDENT PROGRAMS, REPORTING TO THE VICE PRESIDENT OF STUDENT AFFAIRS, TO ENSURE THAT POLICY AND PROGRAMS DIRECTED AT CONSERVING OR IMPROVING EDUCATIONAL OPPORTUNITIES FOR INTERNATIONAL STUDENTS ARE PROPERLY IMPLEMENTED.

3. CLARIFY THE ROLES OF TWO SERVICE ORGANIZATIONS, ISO AND FIUTS, WHICH NOW HAVE PARTIALLY CONFLICTING AIMS. (AN EXAMINATION IS NOW IN PROCESS.) RELOCATION OF ONE OR THE OTHER FROM THE PRESENT COMMON OFFICE SPACE MAY BE A NECESSARY PREREQUISITE.

4. TRANSFER ISO TO THE DIVISION OF STUDENT AFFAIRS BECAUSE THE PRINCIPAL ACTIVITIES OF ISO ARE TRADITIONALLY LINKED TO STUDENT PERSONNEL SERVICES (AN ACTION ALREADY TAKEN).

5. NEGOTIATE A CONTRACT BETWEEN THE UNIVERSITY AND FIUTS TO ESTABLISH SERVICES OUTSIDE THE CAPABILITY OF REGULAR UNIVERSITY DEPARTMENTS. THE UNIVERSITY SHOULD SPECIFY THE KINDS OF SERVICES WHICH IT WANTS FIUTS TO PROVIDE A) FOR INTERNATIONAL STUDENTS AND B) FOR THE UNIVERSITY ADMINISTRATION.

6. UNDERTAKE ADMINISTRATIVE REALIGNMENT OF THE ENGLISH AS A SECOND LANGUAGE PROGRAM (SUCH AS REASSIGNMENT TO A DIFFERENT ACADEMIC DEPARTMENT OR THE ESTABLISHMENT OF A SPECIAL ESL INSTITUTE) TO PROVIDE THE PROGRAM WITH INCREASED SUPPORT. THE PROVOST, WITH RESPONSIBILITIES TO ALL COLLEGES AFFECTED BY THE ESL PROGRAM, SHOULD INITIATE APPROPRIATE ACTION.

7. ORGANIZE A YEARLY WORKSHOP FOR ACADEMIC ADVISERS OF INTERNATIONAL STUDENTS TO PROVIDE SPECIAL INFORMATION ON IMMIGRATION, FINANCIAL

AID AND OTHER RESOURCES; PROVIDE AWARENESS OF STUDENT EXPECTANCIES AND ADJUSTMENT PROBLEMS ; AND SHARE EXPERIENCES ABOUT KINDS OF PROBLEMS FREQUENT IN ADVISING INTERNATIONAL STUDENTS.

8. REVIEW THE PRACTICE OF ENROLLING RECENT IMMIGRANTS IN SPECIAL EDUCATIONAL OPPORTUNITY PROGRAM ENGLISH CLASSES BECAUSE THE OBJECTIVES OF SUCH CLASSES DO NOT APPEAR TO MEET THE NEEDS OF NON-NATIVE SPEAKERS OF ENGLISH.

9. INVOLVE INTERNATIONAL STUDENTS TO A MUCH GREATER EXTENT THAN NOW OCCURS AS SPECIAL LECTURERS IN COURSES WHICH ATTEMPT TO EDUCATE AMERICAN STUDENTS ABOUT OTHER COUNTRIES. POLITICAL SCIENCE, SOCIOLOGY, ENGINEERING, EDUCATION, TO NAME BUT A FEW, COULD PROFIT BY SUCH AN ARRANGEMENT. THE INNOVATIVE FUND SHOULD BE CONSIDERED AS A RESOURCE FOR PILOT ACTIVITY.

Recommendations: Support Services

The Committee is convinced that the central service organization, the International Services Office, should be retained. The sometimes complicated and bureaucratic immigration requirements, unforeseen rising educational costs, and accommodation to a new social and educational environment ("culture shock") are examples of problems facing international students which require the assistance of knowledgeable advisers. But while a specialist advisory office is needed to help in this manner, it must be careful not to assume the responsibilities of other University units and the Committee believes greater emphasis needs to be placed upon referral of students to offices with specified service responsibilities.

Effective coordination of services among the many departments on campus which have contact with international students is lacking and presently limits the effectiveness of referral. The ISO as the specialist campus agency is in the best position to promote better coordination and should concentrate upon this problem as a first-order priority.

10. RETAIN THE CORE ADVISORY OFFICE, ISO, TO PROVIDE NECESSARY ASSISTANCE TO INTERNATIONAL STUDENTS AND BROADEN ITS RESPONSIBILITIES FOR EFFECTING BETTER LIAISON AMONG ALL CAMPUS ORGANIZATIONS, ACADEMIC AND SUPPORTIVE, SERVING INTERNATIONAL STUDENTS.

11. ASSURE THAT A PERSON WITH ADMINISTRATIVE SKILLS, STRONG EDUCATIONAL CREDENTIALS AND HIGH STANDING WITHIN THE UNIVERSITY SERVE AS EXECUTOR OF ISO. (THE REASSIGNMENT OF ISO TO THE OFFICE OF STUDENT AFFAIRS, ALREADY ACCOMPLISHED, WAS INTENDED TO ENSURE THE AIMS OF THIS PROVISION.)

12. ASSIGN PROFESSIONAL COUNSELORS FROM THE COUNSELING CENTER AND PSYCHIATRIC CLINIC TO ISO AS TRAINING CONSULTANTS OR PART-TIME STAFF MEMBERS IN ORDER TO IMPROVE PERSONAL COUNSELING SERVICES. ADDITIONAL FUNDING IS LIKELY REQUIRED TO IMPLEMENT THIS ARRANGEMENT.

13. ENLIST THE SUPPORT OF GROUPS LIKE GPSS TO DEVELOP AN OUTREACH PROGRAM FOR NEW INTERNATIONAL STUDENTS AS A SUPPLEMENT TO THE REGULAR ORIENTATION PROGRAM ORGANIZED BY ISO.

Recommendations: Admissions

In order to profit from the experience of other large universities, a questionnaire concerning admissions procedures and policies was sent to 65 institutions with enrollments of 15,000 or more. Most institutional policies appear to be similar to our own and do not offer new wisdom.

The procedures and guidelines used in screening both undergraduate and graduate applicants from other countries were examined closely. Only one element was singled out for strong criticism--that of the University denying entry of international students to some majors because of apparent present overcrowding. The Committee, informed that a study was underway to determine the extent of the problem, reserved final judgment on the matter except to note that no department should arrogate to itself the power to exclude all international students.

A few other matters of procedure could be improved and are noted among the recommendations which follow:

14. CONTINUE THE BASIC POLICIES AND PROCEDURES OF THE UNDERGRADUATE AND GRADUATE ADMISSIONS OFFICES. (See Admissions Subcommittee report)

15. MAINTAIN THE ADMINISTRATIVE SEPARATION OF THE TWO ADMISSIONS OFFICES.

16. UPDATE REFERENCE INFORMATION ON SCHOOLS IN FOREIGN COUNTRIES NEEDED FOR CREDENTIALS EVALUATION.

17. ENSURE THAT THE UW'S GENERAL POLICY GOVERNING REGULAR AND DISCRETIONARY ADMISSIONS WITH RESPECT TO NATIONAL ORIGIN, RACE, RELIGION, AND/OR SEX IS EQUALLY APPLIED IN THE CASE OF INTERNATIONAL STUDENTS.

18. FACILITATE ADMISSION OF INTERNATIONAL STUDENTS BY INCREASING THE TIME PERIOD FOR WHICH THE OFFER OF ADMISSIONS TO THE UW IS VALID TO TWO YEARS INSTEAD OF ONE YEAR AS AT PRESENT.

19. IMPROVE COORDINATION BETWEEN ADMISSIONS AND ISO ON ELEMENTS OF THE FALL ORIENTATION PROGRAM COVERING SUCH MATTERS AS DATES AND CONTENT TO INSURE THAT STUDENTS ARE ABLE TO COMPLETE PLACEMENT TESTS, REGISTRATION, ETC. BY STATED DEADLINES.

Recommendations: Financial Resources

International students are required to provide proof of their ability to be financially self-sufficient as a condition of their admission to the University. In addition to the $3,800 per academic year which each student should have for tuition, books, board and room, etc., it is expected that each student will carry health and accident insurance. Despite these requirements, finances are often a problem for international students. Factors relating to financial problems include: difficulties in comprehending actual cost of living in the United States; unanticipated increases in tuition and other educational costs; emergency family and personal situations; and overly optimistic estimates of the time necessary to complete degree requirements.

Unlike American students, those on non-immigrant visas are severely restricted by law in the types of aid available. International students are not eligible for the major state and federal assistance programs. Immigration regulations restrict student employment, except in summer. Those on student visas must maintain full-time enrollment and cannot drop out of school to improve their financial position. In general, funds available to international students are frequently inadequate to meet their needs (most are emergency loans with small maximums and require short-term repayment) and a better coordinated program of financial aid is needed.

20. COORDINATE THE UW LOAN PROGRAMS FOR INTERNATIONAL STUDENTS THROUGH ONE OFFICE, PREFERABLY THE OFFICE OF FINANCIAL AID, TO AVOID OVERLAPPING DUE DATES AND MULTIPLE APPLICATIONS.

   a) CONSIDER LONG-TERM EMERGENCY LOANS WHICH WOULD PERMIT REPAYMENT THROUGH SUMMER EARNINGS.

b) INCREASE CONTRIBUTIONS FOR LOAN FUNDS, GRANT AND SCHOLARSHIPS FROM PRIVATE BUSINESSES AND COMMUNITY ORGANIZATIONS.

c) COMPILE A SOURCE LIST OF FINANCIAL AID FOR INTERNATIONAL STUDENTS, TO BE DISTRIBUTED BY THE INTERNATIONAL SERVICES OFFICE, FIUTS, AND THE FINANCIAL AIDS OFFICE.

21. OFFER A LIMITED AMOUNT OF FINANCIAL AID TO FIRST YEAR NON-SPONSORED INTERNATIONAL STUDENTS: IN PARTICULAR, THE FACULTY EXCHANGE SCHOLARSHIP COMMITTEE SHOULD REVIEW PRESENT POLICY FOR AWARDING FOREIGN EXCHANGE TUITION SCHOLARSHIPS WHICH DENIES AWARDS TO FIRST-YEAR STUDENTS.

22. LIMIT ACCESS TO INTERNATIONAL STUDENT LOAN FUNDS TO ONLY THOSE STUDENTS WHO HOLD NON-RESIDENT VISAS, A PRACTICE NOT FOLLOWED AT PRESENT.

23. REVISE PRE-ARRIVAL INFORMATION SENT TO INTERNATIONAL STUDENTS TO INCLUDE DETAILED AND REALISTIC APPRAISALS OF EDUCATIONAL AND PERSONAL COSTS, INCLUDING ALLOWANCE FOR INFLATION OR CHANGED RATES OVER A SEVERAL-YEAR PERIOD. ADDITIONALLY, INFORMATION FROM DEPARTMENTS PERTAINING TO ACADEMIC PROGRAMS, SELECTION PROCEDURES FOR STUDENTS AND AVAILABILITY OF TA/RA POSITIONS SHOULD BE DEVELOPED. THE ADVISORY COMMITTEE SHOULD ASSURE THAT COORDINATION OF CAMPUS EFFORTS ARE ACHIEVED WITH THIS SIGNIFICANT PROBLEM.

Recommendations: English as a Second Language

Satisfactory scores on the standard pre-admissions English test (TOEFL, Test of English as a Foreign Language) are required of international students by most American colleges and universities for entry to studies. While the examination has certain advantages, e.g., it can be administered abroad at no cost to the institution, it also has certain deficiencies: it fails to test spoken English, technical and scientific reading comprehension, and ability to write an essay. The UW English as a Second Language (ESL) program, recognizing the shortcomings of TOEFL, developed a placement exam keyed to ESL course offerings.

Because of budgetary and staffing problems, the ESL core course program (Linguistics) is limited to three regular courses and one intensive summer course. The ESL program also embraces certain specialized courses for international students offered by the departments of Speech and Humanistic-Social Studies.

Effectiveness of the ESL program in terms of demonstrated proficiency improvement has not been formally assessed by the use of educational research designs which attempt to identify skill change as a consequence of instruction. Assessment requires some complicated research but seems important if one is to bank upon the utility of certain courses as facilitators of improved English language skills.

Other specific program problems which need attention are large class size (except for the summer course), absence of a "clinic" course which attempts to correct commonplace writing errors, and lack of program publicity throughout the campus.

24. SPECIFY COURSE OBJECTIVES MORE EXPLICITLY AND CONDUCT A FORMAL ASSESSMENT OF THE DEGREE TO WHICH THE OBJECTIVES ARE ACHIEVED (E.G., IMPROVED SPEAKING AND WRITING SKILLS). THE OFFICE OF INSTITUTIONAL EDUCATIONAL RESEARCH OR THE BUREAU OF TESTING SHOULD BE ENLISTED TO ASSIST WITH THE RESEARCH PROGRAM. IN ADDITION, CONSULTANT OPINION ABOUT THE ESL PROGRAM SHOULD BE SECURED, EITHER FROM AN ORGANIZATION SUCH AS

NAFSA (NATIONAL ASSOCIATION FOR FOREIGN STUDENT AFFAIRS) OR FROM RECOGNIZED LANGUAGE EXPERTS AT OTHER UNIVERSITIES.

25. RESTRICT ENROLLMENT IN ESL CLASSES TO 20 OR FEWER, ESTABLISHING A PRIORITY POLICY IF NECESSARY, TO INSURE EFFECTIVE INSTRUCTION GIVEN THE LIMITED NUMBER OF CLASSES AVAILABLE. FORMAL INSTRUCTION SHOULD BE SUPPLEMENTED WITH INSTRUCTIONAL AIDS SUCH AS TAPES AND FILMS WHERE FEASIBLE.

26. REINSTATE THE LANGUAGE CLINIC USING ESL STAFF OR STUDENT VOLUNTEERS.

27. PUBLICIZE ESL COURSES AMONG ACADEMIC ADVISERS AND OTHER SUPPORT STAFFS PERIODICALLY THROUGH MAILINGS AND DISCUSSION GROUPS.

Recommendation: Governmental Regulatory Changes

The foregoing recommendations can be directly implemented by the University. But there are other limitations upon an effective international student program which fall outside the University's jurisdiction and need to be removed if at all possible. The University should use its influence to seek the following changes:

28. MODIFY THE PRESENT IMMIGRATION AND NATURALIZATION SERVICES WORK RESTRICTIONS ON INTERNATIONAL STUDENTS AND THEIR SPOUSES TO PERMIT PART-TIME EMPLOYMENT OF ALL SUCH PERSONS DURING THE REGULAR ACADEMIC YEAR.

29. INCREASE THE NUMBER OF FOREIGN EXCHANGE TUITION SCHOLARSHIPS (FETS), BASED ON THE SAME RATIO OF AVAILABLE FETS TO INTERNATIONAL STUDENT ENROLLMENT ESTABLISHED BY THE STATE FOR WASHINGTON STATE UNIVERSITY; THE UNIVERSITY OF WASHINGTON WOULD THEREBY RECEIVE AN ADDITIONAL 150 FETS BEYOND THE PRESENT ALLOTMENT OF 100.

30. ALLOW INTERNATIONAL STUDENTS TO QUALIFY FOR THE RESIDENT FEE SCHEDULE AFTER ONE YEAR'S RESIDENCE IN THE STATE DURING WHICH TIME THEY HAVE BEEN ENROLLED IN FULL-TIME STUDIES AT AN INSTITUTION OF HIGHER LEARNING.

PROPOSED POLICY STATEMENT

Introduction

The University serves a distinctive function within the State system of public higher education, that of providing broad areas of advanced graduate and professional education, and related research. The University also offers a special kind of undergraduate educational experience by bringing to undergraduate teaching a faculty selected for its competence in research and instruction at the highest levels of post-baccalaureate education. Indeed, certain undergraduate offerings are not available in most other institutions located in the Pacific Northwest and represent prized but scarce instructional resources. Because the University of Washington enjoys such a reputation, it attracts students regionally, nationally, and internationally. International students, like American students, seek to take advantage of the depth and breadth of programs made possible by our faculty. In many countries, educational programs that would promote industrial and cultural development are simply not available and students must seek appropriate educational programs abroad--oftentimes here in the United States.

The benefit of enrolling students from beyond our state borders accrues to the University as well as to the students because any outstanding academic program acquires and retains its reputation, in part, on the basis of the qualities of its student body. The University therefore is interested in enrolling highly qualified students and many of these are applicants from other countries. It is important to appreciate that the technical and theoretical aspects of many academic disciplines are becoming international in scope; it becomes imperative, therefore, that "foreign" cultures be understood in the search for solutions to international problems as reflected in University study and research. The presence of international students on campus contributes to this aim. Such a presence is also of considerable benefit to American students on campus who gain the opportunity to mix with students of diverse cultural backgrounds but shared interests. As a generality, students from all countries, including those from the U.S., should be encouraged to pursue studies wherever the discipline competencies exist and the University, for its part, will offer such study opportunities to the extent that it has the available resources.

In accordance with these general principles, the UW has undertaken for many years to admit to its academic programs foreign nationals whose previous academic record, command of English and general academic interests appeared compatible with the University's educational goals. It is recognized that the educational and cultural backgrounds of international students often are very different from those of American students. It is necessary to modify many of our standard procedures associated with the general process of admissions and to provide certain specialized counseling or advisory services if the University is to be realistic in meeting the educational needs of international students.

Policy

The following policy statements set out the general obligations and the requirements of the University which are necessary to achieve an effective educational program for international students:

1. Except where specified otherwise, the University considers international students to be only those persons admitted to study who enter the U.S. with non-immigrant visas. This group will receive priority in services. Persons with immigrant status acquire many of the privileges and responsibilities of American students and therefore have a lower priority in claiming special services.

2. While the number of international students on campus (about 3% of total enrollment) is large enough to require special attention, it is not so great as to significantly displace resident students. No specific quotas are recommended for the University as a whole, though individual departments or colleges with limited resources and high applicant rates may impose quota restrictions. The University, however, will admit greater numbers of international students into graduate rather than into undergraduate programs since outstanding graduate training is a scarce resource in many of the developing nations of the world. Further, many other U.S. colleges and universities, unlike the UW, concentrate upon undergraduate education and international students with such interests can enroll at these institutions. Preference at the undergraduate level will be given (a) to international transfer students who, like some American students, find that their educational goals are better served through study with a graduate-research oriented faculty, and (b) to new entrants to the United States who wish to enroll in undergraduate programs leading to specific professional competencies not commonly available among essentially undergraduate-level institutions.

3. The selection of students who can meet the educational objectives of the University requires an effective admissions system. The inevitable human and financial costs of poor selection must be avoided. To achieve optimal selection, admissions decisions will be based on estimates of academic potential including past educational records and, in some cases, test scores; demonstrated proficiency with the English language, particular educational goals; and adequate financial resources.

4. Financial resources are especially problematic for international students. Every effort will be made to inform prospective students of the expenses of attending the University and the limitations on acquiring funding through the University. Since the Immigration and Naturalization Service regulations restrict the earning capacity of foreign nationals entering with student visas but not those who have attained immigrant status, funds and aid opportunities intended for international students will be restricted only to non-immigrant students. The University will make efforts to increase sources of funding for non-immigrant students through whatever means are available. While upper-middle class and upper-class families in foreign countries can assume the major costs of financing their sons' and daughters' education, many promising students from less economically sufficient families are excluded from our programs because of inadequate resources. Limited financial aid will be available in the first year of attendance at the University for especially well-qualified but needy international students.

Despite the efforts of the University to provide special assistance to international students once here, the amount of available aid is very limited. The ultimate responsibility for having adequate resources to meet the costs of education must fall upon the students, not the University.

5. Certain special services must be considered an obligation of the University and cooperating community organizations for foreign nationals who are admitted to study. An office committed to providing or promoting the following services will be maintained: 1) orientation to the American educational and cultural environment; 2) advice and counsel for educational and personal problems; 3) information about and assistance in meeting INS regulations; 4) coordination of activities beyond the campus; 5) information on finances; 6) referral services to campus resources; 6) encouragement of international student initiated efforts, both individual and group, to meet their own needs, and 7) promotion of interaction among American and international students for their mutual educational and social development.

6. Effective use of English is crucial for successful study at the University; consequently applicants from abroad must demonstrate proficiency with the English language before offers of admission can be made. Even after screening for language proficiency, however, many students will be found to be deficient in some important aspect of language skills and, upon enrollment, will be recommended for assignment to the English as a Second Language program for special tutoring. It is recognized that some immigrant students and visiting scholars will also be deficient in English language skills but, given the limitation on instructional resources, they will be admitted to the ESL program on a space-available basis only.

7. To the extent that existing student services already established on campus meet the needs of international students and immigrants, they are encouraged to use them. The guiding principle here is to organize services where the necessary expertise is available and where they would most logically be found by someone seeking them. For example, specially

qualified persons may assist in evaluating international student applicants, but the Office of Admissions, the Graduate School and the academic departments shall be responsible for admissions. Again, financial aid will be coordinated by the campus Office of Financial Aid except for special academic sources of funding such as teaching and research assistantships. Academic advising for international students must remain part of regular department and college services.

8. International students, having a special perspective on the needs of their own group, should play a role in shaping the educational environment of which they are a part. Commonly, after adapting to life at the University and its surroundings, they are able to assist fellow students through their own campus organizations and through participation in related campus activities. All elements of the University are encouraged to include international students on advisory and decision-making bodies that affect their welfare.

9. Departments enrolling substantial numbers of international students should periodically evaluate the extent to which they are meeting the special educational needs of this group. This applies not only to specially planned advisory and orientation activities, but also to the active attempt to relate subject matter to the needs of the countries from which the international students are drawn. In this regard, students from abroad should be encouraged by departments to appraise the usefulness and importance of the curriculum elements which enter into degree programs in order that appropriate changes be made where practicable.

10. A standing Advisory Committee on International Student Programs, maintaining liaison with the Vice President for Student Affairs, is entrusted with the responsibility of ensuring that the intent of this policy statement is implemented and that periodic reviews of programs affecting foreign students are conducted to bring about correctives when needed.

APPENDIX I

REPORT OF THE SUBCOMMITTEE ON STAFF SUPPORT SERVICES

August 9, 1972

I. Charge of the Subcommittee

The Staff Support Services Subcommittee of the Committee on Foreign Student Policies and Services was charged with the responsibility of studying the effectiveness of current services to foreign students provided by such offices as the International Services Office and the Foundation for International Understanding through Students (FIUTS) and to make recommendations about these services, if warranted. The Subcommittee did not review services in the areas of financial aid and admissions because of the existence of other subcommittees interested in those areas.

II. Procedures

The members of the Subcommittee met with the heads of the various offices most directly concerned with services to foreign students. Mr. Edward L. Carpenter, Director, International Services Office; Dr. Herbert J. Ellison, Director, Division of International Programs; Mr. John K. Gardner, Assistant Provost; and Ms. Shirley McCurdy, President, Foundation for International Understanding through Students. The Subcommittee also met with various staff members and student assistants from those offices.

Another area of interest was the academic departments, and subcommittee members met with the chairmen or faculty advisors in eight different departments, schools and colleges. These academic units were chosen on the basis of high foreign student enrollment with the view of seeking representation from humanities, social sciences, natural sciences, professional schools and so forth.

The Subcommittee likewise made heavy use of the student interview results and the comments from the open hearing. The subcommittee discussed its progress and views periodically with the full committee on Foreign Student Policies and Services to inform and to learn from the whole committee.

The Subcommittee met approximately every ten days to hold interviews and to review its progress.

III. Current Foreign Student Services and their Effectiveness

A. International Services Office

1. Counseling

The major activity of the International Services Office is advising foreign students on various matters: personal problems; procedural questions; immigration regulations. However, the Subcommittee felt that the foreign student advising was indiscriminate insofar as students were counseled on any and all problems. There is little to no referring of students to other campus units that may be more appropriate to help the students cope with a particular problem. The Subcommittee concluded that the advising for foreign students is undelineated and as a consequence the current advising pattern does not provide adequate service for the foreign student. The attempt to handle all problems faced by foreign students also serves to isolate them from the regular University channels, hence encouraging the separateness of foreign students.

2. Financial Aid

The International Services Office is responsible for administering some loans to foreign students and assists with the Foreign Tuition Scholarships. The Staff Support Services Subcommittee did not review this area because it felt this was more properly under the purview of the Financial Resources Subcommittee.

3. Orientation

The orientation program for new foreign students is run by the International Services Office, with some participation by FIUTS. The Subcommittee was confronted with the foreign students' feeling that the Orientation Program is very expensive, with a $25 mandatory fee for all new foreign students. The Subcommittee did not review the question of the fee, because it seems to fall again under the purview of the Financial Resources Subcommittee.

The Subcommittee did think, however, that the Orientation program for new foreign students covers too much new material in a short period of time for them to absorb. Consequently, the presentation of materials is not always effective. The International Services Office seems to have difficulty in determining effective content for the orientation program. As a result they move from theoretical to practical planes, without reaching an effective approach. Related to this difficulty is the practice of hiring student assistants who assume virtually all responsibility for program planning and content, with inadequate staff supervison. This in effect means that programs and content shift almost annually and that there is a lack of any real priorization of information to be presented to new students. An example of this is the political nature of the 1971-72 orientation program.

4. Liaison with the Foreign Student Council and Ethnic Foreign Student Groups

   One of the functions of the International Services Office is liasison with the Foreign Student Council and with the president and members of the various foreign student associations, such as the ethnic association and the Cosmopolitan Club. From what the Subcommittee was able to determine, there is no structured channel of communication with these groups, and the International Services Office tended to react to the most vocal students or student groups at the neglect of other groups, as is evidenced by the appointments of student assistants during the 1971-72 academic year.

5. Quarterly Newsletter

   An informational newsletter is sent quarterly (except Summer Quarter) to the foreign students at the University apprising them of activities and events of interest to foreign students.

6. Immigration

   The International Services Office is the office responsible for informing all foreign students of the Immigration rules and regulations to which the students are subject. The office is very active in distributing information to students and in counseling them about the internal procedures.

   Of all these functions, the major ones provided by the the International Services Office are: counseling, orientation and immigration advising.

B. Other Foreign Student Services

1. Foundation for International Understanding through Students

   FIUTS does almost all special programming for foreign students such as tours and host families. The role of FIUTS and International Services Office is not sufficiently clear. This stems from two reasons: physical proximity and the sharing of personnel. In the past this has meant that that the International Services Office staff has been loaned to FIUTS and the FIUTS personnel have continued the International Services Office advising functions, as well as FIUTS programming functions, which served to confuse students on the role of the two offices.

2. Counseling Center

The student Counseling Center in Schmitz Hall counsels foreign students on problems of adjustment and other problems. However, the Counseling Center makes no effort to seek or attract foreign students nor is there any policy of distinguishing between the American and foreign students who come into the Center. The Subcommittee thinks this is a positive practice. There are no readily available records of how many foreign students come to the Counseling Center. There are some foreign counselors in the Counseling Center.

3. Psychiatric Clinic

The student Psychiatric Clinic at the Hall Health Center also serves foreign students. Foreign students seeking psychiatric counseling receive the same services as do American students. As with the Counseling Center there are no reaily available records on the number of foreign students utilizing the services. The staff at the Psychiatric Clinic noted, however that the number of foreign students coming to the clinic has declined in the past several years. There is one consulting psychiatrist who is foreign-born.

4. Academic Advising

In most cases foreign students have no special academic or faculty advisors designated by the departments, schools or colleges in which they are enrolled. There is only one case that the Subcommittee is familiar with where a graduate foreign student assists in academic advising, in a formal fashion. Foreign students see the same academic advisors as American students in most cases, but many students in departments where there are foreign-born faculty or American faculty with known international interest, make heavy use of these faculty members for advice on curriculum, requirements and academic procedures.

One of the problems in academic advising for foreign students is that very often foreign students do not receive the necessary time to have the American educational pattern explained to them adequately, and many students do not know, for example, that there is a variety of courses from which they may choose and that there is no specified curriculum for all students. In the Subcommittee's opinion this is partially a defect in the Orientation program for new foreign students.

IV. Problems in Foreign Student Services

In the course of the Subcommittee's review it became apparent that the International Services Office operates without policy set by the University or by the International Services Offices to determine the purpose of the office or to guide the office's operation. This lack of policy has resulted in an _ad hoc_ operation. Because of the _ad hoc_ operation and perspective, the International Services Office has no overall grasp of everything that foreign students need nor of everything that could be provided to assist foreign students to achieve their objectives at the University. This situation, the Subcommittee has concluded, led to the following major problem areas:

1. Policy and Institutional Role

The International Services Office, because of the lack of an overall policy, has tended strongly to shift its reponsibilities almost exclusively to the foreign students. In many cases, this has led the International Services Office to try to meet the demands of the more vocal foreign students and to allow students an almost complete freedom in program planning, with little or no staff supervision. This has meant that the priorities of the International Services Office have changed as the foreign student population changes. This is especially true of the Orientation program. There were some instances in the past of rule bending regarding immigration in attempts to help foreign students.

2. Liaison with Campus Offices and Academic Units

The lack of policy and overall grasp of the University's functioning has led to lack of structured communication with other University services that could be helpful to foreign students, such as the Counseling Center and the Psychiatric Clinic. This results in less service to foreign students and serves to isolate them from regular University channels. The relationship of the International Services Office with academic departments is likewise very poor. The International Services Office staff has no structured system of communication with academic departments, schools and colleges. This is the most serious gap in the advising system for foreign students. It results in the students being poorly informed about the American higher educational system and the procedures and principles by which it works. An indicator of this is the very low level of involvement of any academic unit in the Orientation program.

3. Relationship of International Services Office and FIUTS

The relationship between the International Services Office and FIUTS is a major area of concern. There is a great deal of confusion over the roles of the two organizations because of the staffing pattern and physical proximity. The Executive Director has been a full-time paid employee of the International Services Office loaned to FIUTS. Thus, there has been real uncertainty as to whom the Executive Director is responsible--The International Services Office or FIUTS. This has been compounded by the physical office location--FIUTS shares the same office space as the International Services Office, and consequently appears to be part of that office. This has results in there being no clear delineation of what the two organizations do, and consequently they are viewed as one organization. The Subcommittee in its review found that FIUTS actually did virtually all the programming--tours, lectures, host family stays--for foreign students, with the exception of the Intercultural Communications Workshops and Orientation.

The staffing situation, physical proximity and perception of the two organizations as one organization has led to conflicts between the two organizations over the perception of the roles and effectiveness of the two offices.

4. Immigration Reporting

The problems concerning the International Services Office's reporting to the Immigration and Naturalization Service that existed in the past--such as overprotecting students and rule bending--have been eliminated by the change in the internal University of Washington reporting procedures. The Registrar's Office now has that responsibility. The Subcommittee is satisfied with the new procedures.

5. Lack of Involvement of Foreign Students in Academic Matters

It became very clear also during the Subcommittee's review that there are no procedures whatsoever which would enable the University community to benefit from the presence of foreign students. Foreign students come to the University, study and leave, without the opportunity to impart to the University any of their special knowledge of their homeland's cultural, historical or physical environment.

* * * *

In all the Subcommittee's interviews and reviews these problems were introduced again and again by all the people we spoke with throughout the University community. There was never any information brought to the Subcommittee's attention that contradicted these identified problem areas.

V. Overall Assessment of Foreign Student Services

The Subcommittee on Staff Support Services as a result of its review has concluded that the International Services Office is not in a position to provide adequately the needed services to foreign students because of its ad hoc operations which are due to a lack of an overall University policy and direction and to the low status, in terms of salary, location and structure, of the International Services Office within the University.

The Subcommittee on Staff Support Services therefore makes the following recommendations.

VI. Recommendations

1. Liaison

There should be constant and structured communications between the various services offices that affect foreign students: International Services Office--Counseling Center; International Services Office--Psychiatric Clinic; International Services Office--academic departments, schools and colleges; International Services Office--Registrar's Office; International Services Office--FIUTS.

A well-defined relationship should be established between the International Services Office and the Registrar's Office, Graduate School and academic colleges to ensure effective operation of the new Immigration and Naturalization Service reporting guidelines.

2. Programs

Special programs should be initiated to tap the special skills and perspectives of foreign students in academic programs and instruction, such as special lectures to classes by students on the cultural, historical, social and/or physical aspects of a student's country; panel discussions or seminars with foreign students on problems of development, international relations.

3. Procedural Guidelines

Guidelines should be developed in order to obtain and to utilize systematically the views of foreign students on questions of programming and priorities to ensure the representation of the broadest possible groups of foreign students. These guidelines would be a means to guarantee that foreign student services concerns are for all foreign students The guidelines should also spell out a clear in-house policy of the

International Services Office to define the role of foreign students in planning; the qualifications by which students are hired and procedures to be used for recruiting a broad representation of students to assist in program planning.

4. FIUTS

FIUTS should be physically separated from the International Services Office. The budgets of the International Services Office and FIUTS should likewise be separated so that FIUTS may be functionally and fiscally autonomous and so that the staff problems of the past will not reoccur. The present University policy toward FIUTS should be retained while a study is made of the feasibility of establishing University support for FIUTS on a contractual basis, and of the desirability of moving the FIUTS office off-campus, but not too far from the campus.

5. Staff

There should be an appointment of a professional counselor from the Counseling Center to the International Services Office on a half-time basis to counsel students and the International Services Office staff. There should be an appointment of another professional counselor or psychiatrist from the student Psychiatric Clinic to spend at least one day a week in the International Services Office. The subcommittee strongly recommends this be done, if necessary, even at the expense of present counseling positions allocated to the International Services Office.

6. Policy and Institutional Role of the International Services Office

In order to improve services to foreign students and to define clearly the University's commitment to the foreign students enrolled at the University, it is recommended that the University provide clearcut policy for the International Services Office and for all foreign student services in general through the creation of an advisory and policy committee for the International Services Office. The committee should represent the various offices and groups concerned with foreign students at the University--faculty, staff and especially foreign students.

In order to ensure the development and operation of services that will coordinate more closely with the programs of the academic departments, the lack of which is most serious at present time, and to enhance the status of the International Services Office within the University, it is recommended that a person with strong credentials and high standing within the University structure (possibly a faculty member) be assigned to the International Services Office as the primary executor and supervisor of the policies formulated by the Advisory Committee. The Subcommittee thinks that the appointment of the Advisory Committee and of the new policy executor is essential to solve the problem areas identified in this report.

Staff Support Services Subcommittee

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APPENDIX II

COMMITTEE ON FOREIGN STUDENT POLICIES AND SERVICES

Report of the Subcommittee on Admissions

I. Subcommittee Membership

Originally the Subcommittee was composed of John Gardner, Chairman, Professor H. M. Swarm, and Eugene Lai. In July 1972, Harold Adams replaced John Gardner and Professor Swarm was named Chairman. In January 1973, Bob Long replaced Harold Adams. The report of the Admissions Subcommittee reflects the work of all of these persons and the assistance of the personnel in the Admissions Office and the Graduate School Admissions Office.

II. Charge of the Subcommittee

The charge to the Subcommittee was derived from a letter from Dr. Katz dated 18 January 1972, in which he stated "...there are many services that deserve further attention and the recommendation was made at that time (September 1971) for a comprehensive review of these services...... A study of foreign student services can be best accomplished I believe by a simultaneous study of University policies and priorities concerning foreign students at the University of Washington........"

The admission policies, procedures and priorities are part of these services and their study and the recommendation forthcoming are the mandate of the Subcommittee.

III. Study Methods

Questions and information about problems concerning admissions were received from students and staff. Several earlier reports also received attention of the Subcommittee. A questionnaire concerning admission of international students was sent to many universities to assist in obtaining information about their programs and to gain perspective of the University of Washington policies. Interviews with departmental chairmen and graduate student advisers indicate that some find the international students ill prepared and thus they tend to rely on their departmental evaluations. Others feel the Admission Office evaluations of applicants are too stringent and that many good students are rejected. The Committee's main study concentrated on the policies and procedures of the present UW admissions offices to make recommendations to improve admission policies.

IV. Problems and Policies Considered

Several specific problems or policy matters were referred to the Subcommittee; each is described and the Subcommittee consideration stated. Following these is a section describing the admissions procedures with the Subcommittee's comments.

A. Admissions Questionnaire

In order to profit from the experience of other large universities, a questionnaire[1] concerning admissions procedures and policies was sent to 65 institutions with enrollments of 15,000 or more. Responses were received from 59 institutions, 47 state or public, and 12 private.

A brief summary of the questions concerned with admission follows:

1. All but one institution have a different admissions policy for foreign students as compared to native students.

2. All but two use pre-admission or placement tests.

3. Most use Test of English as a Foreign Language (TO FL) and Scholastic Aptitude Test (SAT).

4. Several institutions had quota or enrollment restrictions but restrictions were based on facilities available or on general enrollment limits rather than citizenship.

5. Thirty-four of the public and nine of the private institutions require each student to certify that funds of from $3,000 to $4,500 are available for the first academic year.

6. Almost all stated they had many applications from unqualified students. (At the University of Washington last year about 7500 made inquiries and 7000 were rejected).

7. Reasons for disqualification in order of number of response are academic, financial, and misconception of program.

SUBCOMMITTEE CONSIDERATION:

The Committee reviewed the answers to the questionnaire and considered their relationships to the University of Washington policies. No specific changes in University of Washington policies are recommended as a result of the questionnaire.

B. Admissions in Winter and Spring Quarters

The Executive Director of the Foundation for International Understanding Through Students (FIUTS) suggested the Subcommittee review the present policy of admitting international students in Winter and Spring Quarters as well as in Autumn. Points of consideration are:

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[1] See Appendix A.

1. Many of the new students are disadvantaged by not being able to start the initial course or sequence.

2. Support services, such as orientation, etc., are not as extensive nor as well planned as for the Autumn Quarter.

3. Financial support for the following year often is more difficult to obtain since research assistant and teaching assistant positions are usually given to those students who have been here a full year. Applicants for Foreign Exchange Tuition Scholarships (FETS) normally must have been enrolled a full year before becoming eligible for these awards.

SUBCOMMITTEE CONSIDERATION:

The Committee feels that while these problems are indeed real for some students, nevertheless many students, such as Canadians, Europeans, and transfers, would gain educational experience from initial enrollment in Winter or Spring Quarters. The International Services Office (ISO) should contact students individually for orientation for these quarters. Also, students should be advised of the three disadvantages listed above.

C. Reference Materials for Evaluation of Transcripts

A list of the "World Education Series" of the National Association of Foreign Students' Affairs (NAFSA), books and several other references were obtained for the Subcommittee perusal.[2] Many of these references were published over eight years ago. The figures from high enrollment countries (Orient and United Kingdom) obtained from the University Information file coincide with the oldest references! Also, the Admissions Offices appear to need reference information on several countries (China, Formosa, Philippines and Norway) from which the University has many students.

SUBCOMMITTEE CONSIDERATION:

The Committee, in talking with Harold Adams and Robert Long, learned that a newer reference by Sepmeyer and Sasnett (1971) has been obtained and that every effort within the budget limitations is continuing to obtain up-to-date references.

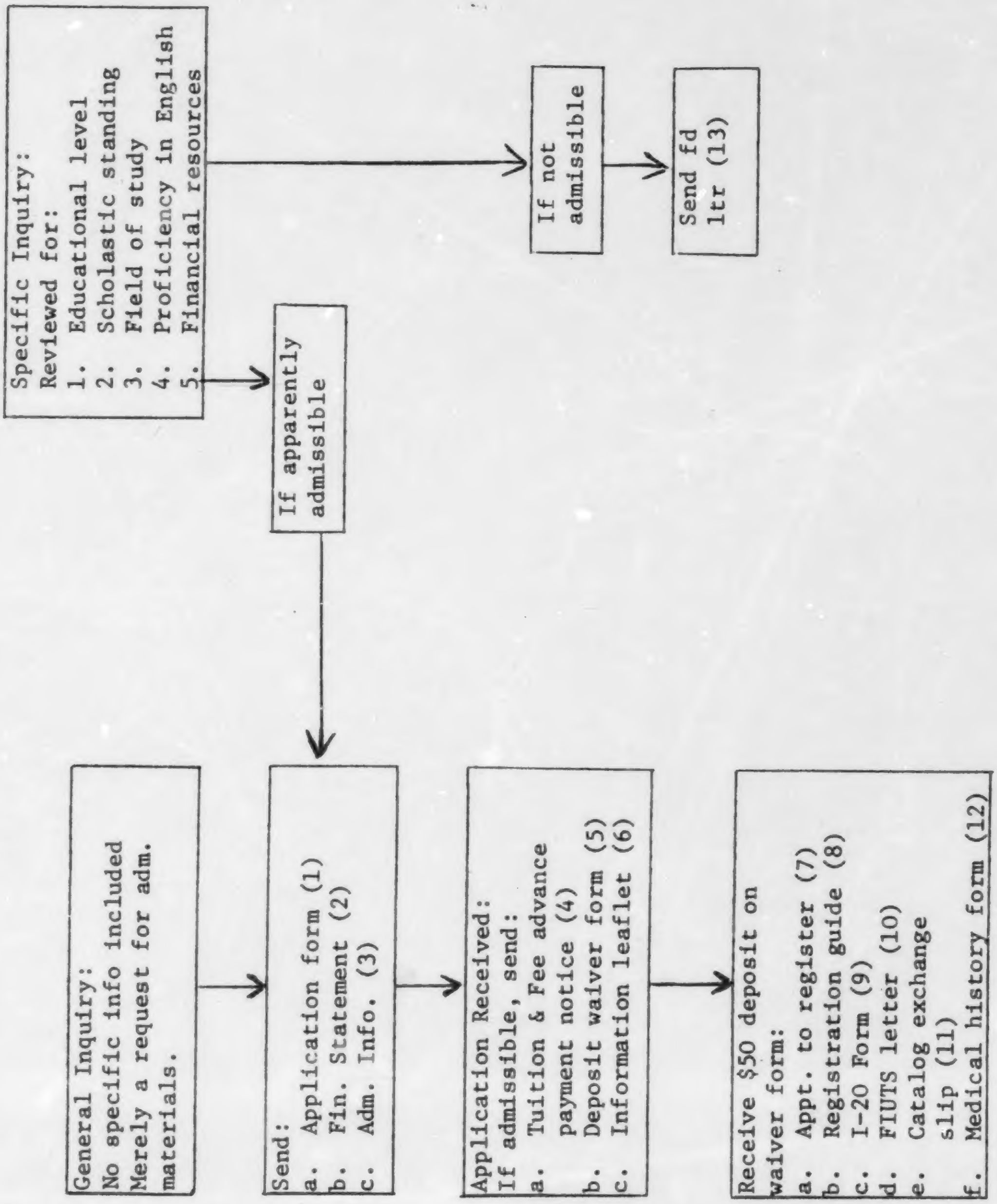
D. Undergraduate Admission Procedures at the University of Washington

One of the most important studies of the Subcommittee was concerned with the admission procedures[3] from inquiry of an international student to disposition (either admittance or denial). A flow chart shown on the following page indicates the sequence for these procedures. The number in parentheses refers to the specific sample form in Appendix C.

[2] See Appendix B

[3] See Appendix C

INTERNATIONAL UNDERGRADUATE STUDENT ADMISSION PROCEDURE - FLOW CHART


General Inquiry:
No specific info included
Merely a request for adm.
materials.
Specific Inquiry:
Reviewed for:
1. Educational level
2. Scholastic standing
3. Field of study
4. Proficiency in English
5. Financial resources
If apparently admissible
If not admissible
Send fd ltr (13)
Send:
a. Application form (1)
b. Fin. Statement (2)
c. Adm. Info. (3)
Application Received:
If admissible, send:
a. Tuition & Fee advance payment notice (4)
b. Deposit waiver form (5)
c. Information leaflet (6)
Receive $50 deposit on waiver form:
a. Appt. to register (7)
b. Registration guide (8)
c. I-20 Form (9)
d. FIUTS letter (10)
e. Catalog exchange slip (11)
f. Medical history form (12)

Note: Numbers in parentheses refer to attachments.

The statement of International Student Policies presently used by the Undergraduate Admissions Office is:

1. A student is normally expected to have completed two years of University study in his own country or in another college in the United States before acceptance to the University of Washington. Provision is made, however, for students with exceptionally strong academic backgrounds to be considered for admission prior to that time.

2. A statement of financial responsibility is required before an applicant can be considered for admission to the University of Washington. This statement form is now under revision to make it possible for the student to sign the form without the signature of the sponsor. Since the form is intended only as indication that the student is aware of the need for funds, the sponsor's signature is not really needed. Many students have found it quite time consuming to try to obtain such a signature. The new form will show a breakdown of the costs included in the $3800 required per academic year for international students. Also, information will be included as to summer quarter expenses.

3. A score of at least 500 on the TOEFL or an equivalent of a comparable test is required for students still in a foreign country. No TOEFL score is required from those students studying at another college in the United States (or those having spent a year in a United States high school). English proficiency is not required for Summer Quarter or Summer-Autumn Quarter for those who will complete satisfactorily the special summer course for foreign students.

4. Admission is denied to international students applying for majors that are overly crowded (a study is currently being made by the Director of Undergraduate Admissions to determine the extent of such majors.)

5. The Country Index and/or special books prepared for individual countries are used to determine allowance of credit for coursework taken in foreign countries. The Office of Undergraduate Admissions frequently refers questionable transcript items to faculty or graduate students having specialized knowledge of the concerned country for assistance with the evaluation of credit. Students may appeal at any time to the Board of Admissions if not satisfied with the evaluation.

6. Copies of official transcripts and records can be made and used in place of official transcripts, etc. Original records from international students can be released back to students upon the signing of a release form. This is done because of the great difficulty for students to obtain such records.

7. GPA requirements are followed the same as for non-resident native students. Flexibility in the evaluation of GPA is allowed for students coming from other countries, due to the lack of comparability.

OTHER INTERNATIONAL STUDENT CONCERNS:

1. Currently the I-20 Form used by the student to obtain a visa is not sent until the $50 advance deposit (or waiver form) has been received. This procedure creates tremendous difficulty for a number of students in completing the visa requirements of their own countries prior to coming to the University of Washington. In many cases, the students are not able to arrive in the United States in time to begin the coursework for the quarter for which accepted. In an effort to alleviate this problem, the Director of Admissions plans to send this form with the offer of admission rather than waiting for the deposit to be paid.

2. International students are not allowed under visa regulations to work during the regular academic year. This usually does not apply to Summer Quarter nor to a number of jobs on the University of Washington campus. This immigration service regulation needs to be questioned since international students should have as much opportunity as native students to obtain work up to 20 hours per week while engaged as a student at the University of Washington.

3. International students should be advised to submit completed application forms and transcripts no later than three months prior to the first day of the quarter for which they are seeking enrollment. Such students normally follow the deadlines shown on the back of the application form, which does not allow sufficient time for processing and notification of such students for them to arrive here in time for the beginning of the quarter. The current copy of the application form indicates this special information to international students.

SUBCOMMITTEE CONSIDERATION:

The Subcommittee discussed with the Director of Admissions the procedures and policies of his office. The statements above with the exception of item 4 on page 5, have the unanimous approval of the Subcommittee. Further study on that item is being done by the Director of Admissions. One notes that of the three "Concerns," the second needs to have further study and would need dialogue with the Immigration Service.

E. Graduate Admissions Procedures at the University of Washington

Another very important study of the Subcommittee was concerned with the graduate admission procedure.[2] A flow chart of the sequence of the procedures is shown on the following page. The numbers in parentheses refer to the specific sample form in Appendix D. The following statements describe these procedures:

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[2] See Appendix D.

The initial introduction to a prospective student from another country is usually by means of a letter from the student himself. Sometimes it is through another person, either by telephone or by letter.

If it is possible to obtain enough information through this initial introduction, Graduate Admissions determines whether it should encourage the student by sending the Preliminary Information Form (PIF) or an application, or to discourage him by sending a letter of denial.

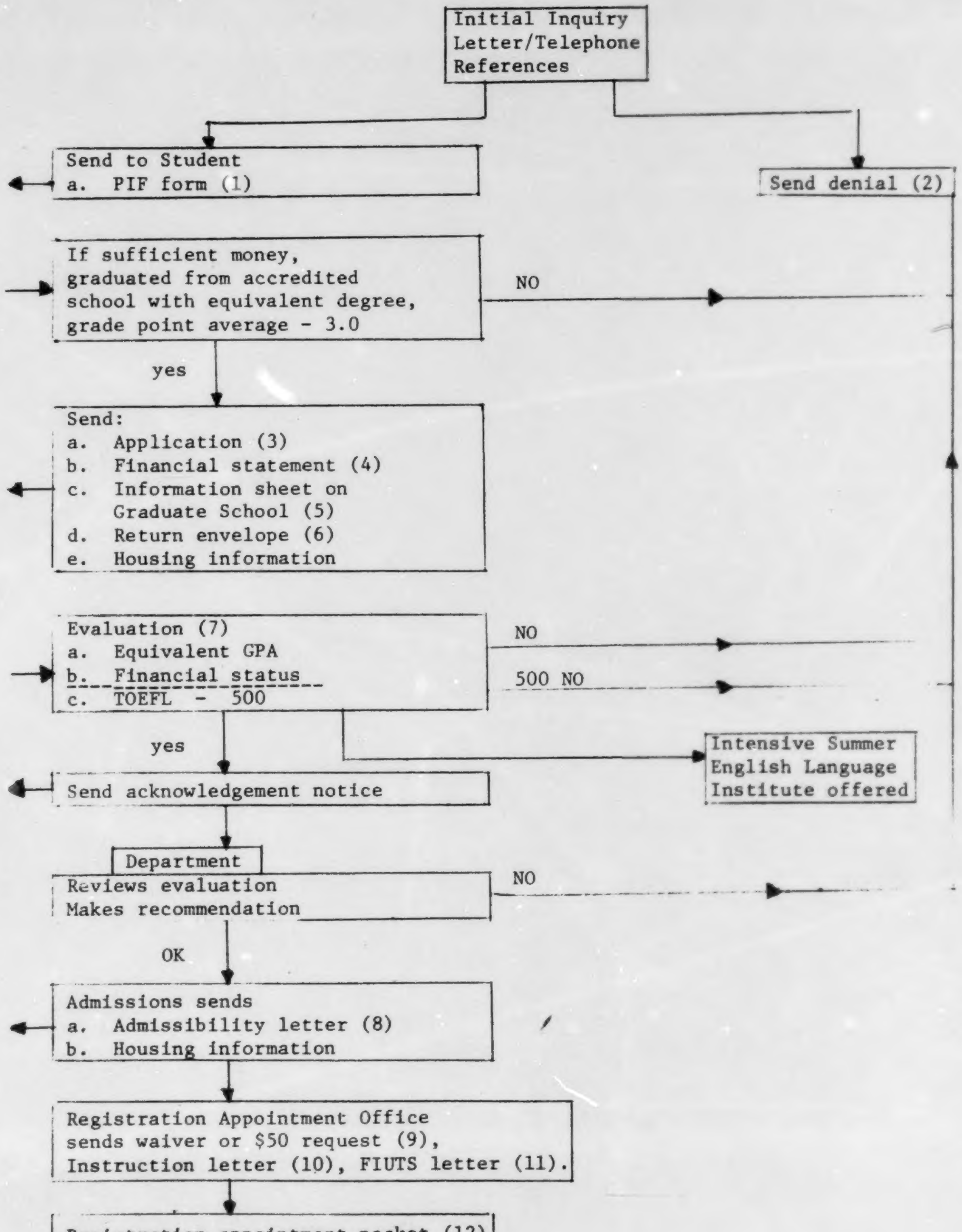
If the replies on the PIF show that the student has sufficient funds--$3,800 U.S.--or a reasonable chance of obtaining the same; has, or will have, a bachelor's degree, and has an acceptable grade point average (3.0), the application packet is then sent to him. This packet consists of the application, a financial statement which states he will have the necessary $3,800 and which must be signed by the student and his sponsor, and an information sheet giving graduate program information of the various departments, etc.

As soon as Graduate Admissions has received the completed application and the transcript(s), we make a preliminary evaluation and send it to the department. In contrast to the evaluations for students who graduated from United States institutions it shows a grade point average, as it would be impossible for the departments to be knowledgeable about the many different kinds of grading scales.

One of the requirements for the admission of students from countries whose native language is not English is a satisfactory score on the Test of English as a Foreign Language (TOEFL). It is the individual student's responsibility to obtain an application for the TOEFL examination from the Educational Testing Service, Princeton, New Jersey. This may be done directly by mail or through the nearest American Embassy which also administers the examinations once each year, usually in the Spring. Educational Testing Service forwards the scores to the institutions specified by the student on his application. The University of Washington minimum requirement is a score of 500. Those persons who have a score of between 450 and 500 and are otherwise qualified may be accepted, provided they promise to attend our Summer English Language Institute.

After we receive a favorable recommendation from the department, we send the student the necessary Form I-20 plus an acceptance letter from the Dean of the Graduate School, provided there is the evidence the student has the necessary score on TOEFL and that he either has the required $3,800 or has received the necessary financial aid from the University.

International Graduate Student Admission Procedures - Flow Chart


Initial Inquiry
Letter/Telephone
References
Send to Student
a. PIF form (1)
Send denial (2)
If sufficient money, graduated from accredited school with equivalent degree, grade point average - 3.0
NO
yes
Send:
a. Application (3)
b. Financial statement (4)
c. Information sheet on Graduate School (5)
d. Return envelope (6)
e. Housing information
Evaluation (7)
a. Equivalent GPA
b. Financial status
c. TOEFL - 500
NO
500 NO
yes
Intensive Summer English Language Institute offered
Send acknowledgement notice
Department
Reviews evaluation
Makes recommendation
NO
OK
Admissions sends
a. Admissibility letter (8)
b. Housing information
Registration Appointment Office sends waiver or $50 request (9), Instruction letter (10), FIUTS letter (11).
Registration appointment packet (12)
I-20 (13)
ISO letter (14)

These policies and procedures are very similar to the undergraduate policies and procedures with one major difference. The graduate application is referred to the department in which the student desires admission, for evaluation and a recommendation for either acceptance or denial.

SUBCOMMITTEE CONSIDERATION:

The Subcommittee discussed the above policies and procedures and basically approved them, except for Item 4 on page 5 of this report. Since, in recent years, the University's enrollment has been limited, it appears desirable to consider the ratio of international to native students in each college, school, or department and to establish priorities if necessary. All departments should be open to international students. The Provost's Office should formulate a policy statement regarding admission of international students.

V. Recommendations

The Subcommittee recognized the fine work of many staff members in handling the voluminous inquiries and applications of international students from almost every country. Some of the tools of the admissions staff and policies need to be reviewed and changed. Discussion and evaluations of the information and policies outlined in the previous section has led the Subcommittee to recommend the following:

1. The basic policies of the Undergraduate and Graduate Admissions Offices should be endorsed by the Committee and the University should continue to use these policies in the Admission of international students. (Some of the following recommendations refer to specific policies).

2. The Undergraduate and Graduate Admissions Offices should continue to be separate. This is consistent to native student admission procedures.

3. The University should provide the necessary funds to continually update the reference information on schools in foreign countries. References for countries from which the University has large enrollments should have the higher priorities.

4. A study of denying admission in certain departments (item 4 of the Undergraduate Policy) should be conducted, probably under the guidance of the Advisory Committee. The University's Affirmative Action program, whereby there is to be no discrimination on the basis of national origin, race, and/or sex should be applied in considering the admission applications of international students.

5. The time period for which the offer of admission could be accepted at the University possibly should be made valid for two years. This change would greatly facilitate students coming from great distances when travel cannot be arranged to get them to the University in time to start the quarter for which admission is offered.

6. The offices concerned with admission should improve the coordination with the orientation program on the dates and content of the program to be sure that students are able to complete various obligations, such as placement tests, registration, etc., by stated deadlines.

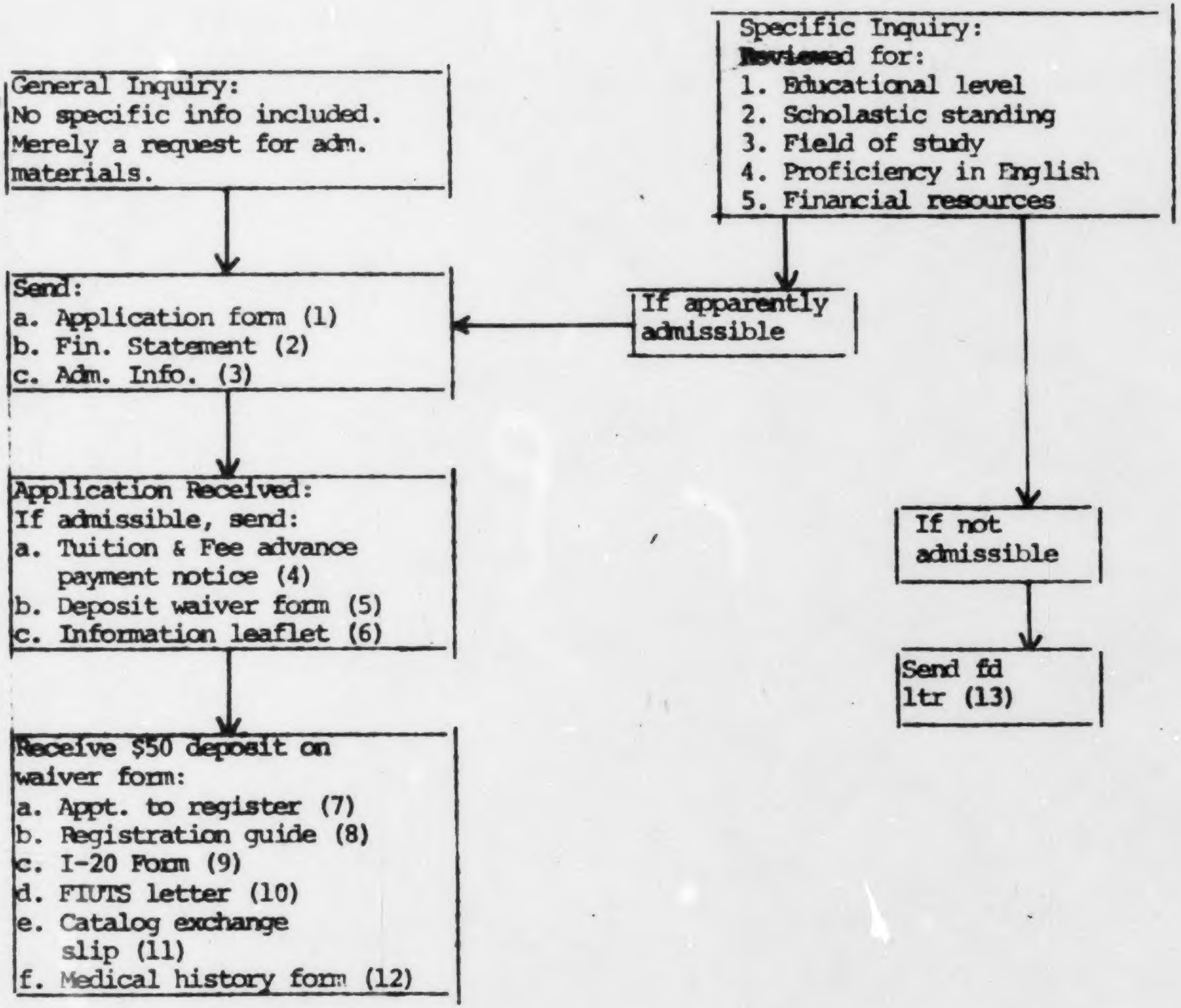
The Immigration Service regulation prohibiting international students from working during the regular academic year should be modified to permit work up to 20 hours per week.

H. Myron Swarm
Sub-Committee Chairman
Associate Dean, Engineering

Eugene Lai
President, Foreign Student Council

Bob Long
Director of Undergraduate Admissions

INTERNATIONAL UNDERGRADUATE STUDENT ADMISSION PROCEDURE - FLOW CHART


General Inquiry:
No specific info included.
Merely a request for adm. materials.
Send:
a. Application form (1)
b. Fin. Statement (2)
c. Adm. Info. (3)
Application Received:
If admissible, send:
a. Tuition & Fee advance payment notice (4)
b. Deposit waiver form (5)
c. Information leaflet (6)
Receive $50 deposit on waiver form:
a. Appt. to register (7)
b. Registration guide (8)
c. I-20 Form (9)
d. FIUTS letter (10)
e. Catalog exchange slip (11)
f. Medical history form (12)
Specific Inquiry:
Reviewed for:
1. Educational level
2. Scholastic standing
3. Field of study
4. Proficiency in English
5. Financial resources
If apparently admissible
If not admissible
Send fd ltr (13)

Note: Numbers in parentheses refer to attachments.

APPENDIX B

Afghanistan	1961	Netherlands	1961
Caribbean	1961	New Zealand	1965
Czechoslovakia	1964	Chile	1965
Germany	1966	Peru	1965
Germany (Soviet Zone)	1966	Rumania	1961
Hong Kong	1961	Poland	1964
Iran	1970	Tanzania	1961
Iraq	1966	Thailand	1959
Italy	1962	United Arab Republic	1970
Japan	1966	United Kingdom	1963
Jordan	1969	U.S.S.R.	1966
Korea	1958	Venezuela	1961
Lebanon	1964	Vietnam	1970
Mexico	1961		

NAFSA books (AACRAO)

1. 1969 book

    Austalia
    Ceylon
    Hong Kong
    India
    Malaysia
    New Zealand
    Pakistan
    Singapore
    Okinawa & Pac. Islands

2. 1970 book

    Argentina
    Chile
    Ecuador
    Peru

International Handbook of Universities by The International Association of Universities (1965)

Educational Systems of the World by Martena Tenney Sasnett (1952)

Commonwealth Universities Handbook by The Association of Commonwealth Universities (1967)

Educational Systems of Africa by Martena Sasnett & Inez Sapmeyer (1966)

APPENDIX III

COMMITTEE ON FOREIGN STUDENT POLICIES AND SERVICES

Report of the Subcommittee on Financial Resources

March 15, 1973

CHARGE OF THE SUBCOMMITTEE

The Subcommittee on Financial Resources was asked to explore the financial problems and the sources of financial aid available for foreign students attending the University of Washington. In compiling the following report, the Subcommittee consulted with Mr. E. L. Carpenter, Director of the International Services Office, Mr. Ernest Kaemke, Director of the Foundation for International Understanding Through Students, Professor Peter Sugar, Chairman of the committee to allocate fees and tuition scholarships, the Graduate School, and the Office of Financial Aid. The student members of the Subcommittee contacted other foreign students on the campus in order to better ascertain the nature of their financial needs.

FINANCIAL REQUIREMENTS FOR FOREIGN STUDENTS

In order to obtain a student visa a foreign student must present documentary evidence of his ability to finance his education in the United States. In the state of Washington financial statements are required of all international students for admission in the four-year public institutions. The level of the required funding varies at each institution, and relates directly to estimated living and educational expenses. The University of Washington requires $3800 per year. All foreign students applying to the University of Washington are sent letters describing the institution's financial requirements (Appendix A).

From time to time the Immigration Service may review and require evidence of financial ability from foreign students. Instances of such review occur most often when a student initially enters the United States or when seeking an extension of stay, change of status or transfer of schools. Infrequently when a foreign student re-enters the United States from a brief visit to Canada the Immigration Service may require such evidence.

For students also are required to carry health and accident insurance. Most, if not all, foreign students at the University of Washington purchase the University-sponsored student insurance policy. There also is a "world-wide insurance program" underwritten by the Insurance Company of North America which is specifically designed for foreign students. The University's present insurance program appears to provide better coverage at lower cost than the international plan.

All non-immigrant foreign students are considered non-residents for the purpose of tuition payment. A foreign student may classify as a resident for the purpose of tuition payment: (1) by receiving a teaching or research assistantship; (2) if the student or spouse works for the University for 20 or more hours per week; or (3) if the spouse is employed by a state institution of higher education.

CAUSES OF FINANCIAL NEED

While international students are required to guarantee adequate funding of their education during their time at the University, studies indicate that over half of these students cite financial difficulties as their greatest problem. One cannot help but be impressed with the tremendous financial commitment that a foreign student must make in order to obtain an education at the University of Washington. The commitment of travel funds from very distant places combined with the substantial ($3800 annually) sum necessary to complete a degree program represents in most cases a very heavy individual and family commitment to the foreign student's education. This commitment is magnified even more when currency exchange rates are compared. Because of this commitment, many students feel that they would like to seek additional financial aid in an attempt to minimize the burden on themselves and their families. The predominant causes of financial problems appear to be as follows:

1. Unforeseen emergencies. Because of the financial guarantee that a foreign student must provide in order to be admitted to the University, the responsibility for funding his education rests primarily with the student and/or his family. Unplanned emergencies such as illness or death in the immediate family requiring a student to return home temporarily at his own expense, or loss or division of family funds previously earmarked for the student's education are common examples of this dilemma.

2. Adjustment to American living standards. Many foreign students find the cost of maintaining some semblance of their accustomed standard of living exceeds the estimate of the University's self-funding requirement. The purchase of "non-academic essentials" such as TVs, stereos, cars, etc. also increase student expenses.

3. Inflation of living and education expenses. Increase in tuition costs, room and board rates and related educational and living expenses place a greater financial burden on the foreign student after the original financial commitment to his University education has been made.

4. Extension of time needed to obtain degrees. Students invariably are overly optimistic about their ability to obtain degrees in the standard or stated amount of time. These time requirements are particularly flexible at the graduate level. As a result, while students may have been fairly accurate in assessing their ability to finance their education in this country for the originally contemplated period of time, it becomes necessary to obtain additional funds in order to complete the desired degree program.

Additionally, student visa holders must carry a "full course of study" which limits their financial alternatives, such as paying part-time reduced tuition or dropping out of school for one or more quarters to work.

There is a strong tendency among many foreign students to believe that there are more opportunities for financial aid in the United States than realistically exist. These students consider it a "good gamble" to at least gain access to the United States higher education system because the advantages in their home countries are great if they can obtain degrees or other certification of education in the United States. This situation encourages some students to be overly optimistic about their ability to finance their education, and other to even falsify their statements or evidence of financial ability in efforts to gain an American education.

SOURCES OF FINANCIAL AID

The University provides some financial assistance to foreign students. Loan funds and scholarships ranging from approximately $25 to $500 annually are offered through the International Students Office, the Foundation for International Understanding Through Students (FIUTS) and various academic departments. A survey of departmental scholarship and loan programs is noted in Appendix B.

The Foreign Student Emergency Fund, administered by the International Services Office, total $9,667.64, of which approximately $2,500 is presently unencumbered and available for loans. The Foundation for International Understanding Through Students has an emergency loan fund of approximately $8,000. As of this writing, about half of that amount is currently available for loans. These loan funds are for emergency purposes only, however, and normally have a $100 maximum which must be paid back within a three month period. This type of funding assists students in short-term emergency situations but is not adequate as an additional educational funding source.

Foreign students are not eligible for the major state and federal student financial assistance programs, i.e. National Defense Loans, Work Study, which constitute the major funding sources for the University's student financial aid program. When the emergency loan funds earmarked for foreign students are exhausted the Office of Financial Aid in consultation with the International Services Office will provide additional emergency loans to foreign students. These are locally generated funds and are not subject to the federal and state restrictions on foreign students. The emergency loan funds and departmental loan funds are administered independently by the individual on-campus sources (International Services Office, Foundation for International Understanding Through Students, Office of Student Financial Aid, and academic departments). As a result the student often will borrow from several sources. The result in many cases is an uncoordinated "solution" to the student's financial problem. Because the conditions of the loans are so similar payback dates often overlap and the student is unable to meet his responsibilities without seeking additional financial assistance or obtaining (hopefully) an extension of all or some of his outstanding loans. Foreign student financial problems take up a substantial portion of the time of the staff of the International Services Office and of the Director of FIUTS.

The University of Washington also offers 100 Foreign Exchange Tuition Scholarships to foreign students. The initial authority for these scholarships was granted by the Washington State Legislature in 1945. The scholarships are awarded by a faculty committee in accordance with its own established criteria. A copy of these requirements is found in Appendix C. The competition is very keen for these scholarships and because of the limited number, they are not readily available to the average foreign student.

The University also provides financial assistance through teaching assistant, predoctoral teaching associate, predoctoral research associate, graduate staff assistant, predoctoral lecturer, predoctoral instructor, and predoctoral staff associate positions. Autumn Quarter 1971 statistics indicate that out of a total of 1,455 positions in these areas, 211 or 14.5% were awarded to foreign students. Unfortunately, a number of these positions are being eliminated because of University budget cutbacks and the opportunities available to students will be drastically reduced.

There are a variety of loans and scholarships for foreign students offered through the United States government, international agencies and private foundations. A list of these agencies and foundations is compiled in Appendix D. It is apparent, however, that very few students at the University are supported through these agencies. The Subcommittee has been unable to ascertain the cause for such minimal support to students at the University, but has the feeling that although there are many listed sources, the actual number of loans and scholarships available as compared to the total number of applicants is quite small.

Some foreign students receive support from their home governments. Home government support, however, is an exceptional rather than common situation. Within the Seattle community, there are a few private citizens, service clubs, churches, fraternities and sororities, etc. that provide financial assistance to foreign students within the capacity of their limited resources.

In addition to the teaching and research assistanships noted earlier, international students are generally permitted to work while being enrolled full time at the University; however, employment is limited to 15 to 20 hours per week while classes are in session. The Immigration Service normally will not issue a work permit to a foreign student during his first year in this country because of the requirement that a foreign student be able to fully fund his own education. Even when a student obtains a work permit gaining employment is difficult. The job market in the greater Seattle area and in the state of Washington generally has become very tight. Insight into the international student's difficulties in seeking employment is reflected in the following comments by Mr. E. L. Carpenter, Director of International Services Office:

> "Most foreign students fall under the F-1 student visa status which seriously circumscribes their ability to obtain work permission. In addition to these difficulties, foreign students may have many other problems concerning work: it usually takes them much longer to do the reading and complete other assignments for their classes--leaving less time available for work, their English and their knowledge of American business methods and selling practices makes them marginal applicants for many jobs. Many employers will only consider citizens or permanent residents (often because they look upon part-time employees as possible later full-time employment prospects), most students do not have cars which provide the transportation flexibility needed for some jobs, they are not skilled in the procedures and personal interview techniques connected with most job applications, they are not sufficiently familiar with social security--income tax--immigration regulations--fringe benefits, etc. to give the prospective employer confidence about the situation, they may not have local references and other kinds of background information with which the interviewing employer is familiar...also some types of jobs are restricted to citizens or at least permanent residents (most teaching positions in the public schools, positions where security checks must be obtained, most federally funded programs, etc.)."

Immigration regulations further restrict foreign student employment to the following situations: (1) unforeseen circumstances after arriving; (2) during summers if not in school; (3) on campus work (no permission necessary and no total hour limitation, but generally low paying); (4) practical training related to the student's educational program (18 month maximum). A student on a permanent resident visa has no work restrictions. It is estimated that approximately 400 out of a total foreign student population of approximately 1500 is in this category. It is felt that a large number of foreign students work illegally (without Immigration permission). Last year only 110 foreign students obtained summer work permits even though it is felt that many more had various types of jobs during this period. It is anticipated that immigration authorities may increase enforcement of the work permit requirement of the work permit requirement.

Counselors in the International Services Office observe that the constant strain of financial concerns has a profound effect on the foreign student's educational and cultural experiences in the United States. Financial worries which jeopardize the student's educational aspirations often affect his concentration on studies, his relationship with his academic department and colleagues, (particularly when the department is viewed as a potential employer) and his ability to socialize with his peers, American host families, and the community in general.

SUMMARY AND RECOMMENDATIONS

From a financial standpoint the situation of the foreign student at the University of Washington is unique. Foreign students are required to provide proof of their ability to be financially self-sufficient as a condition of their admission to the University. The major burden of this financial commitment is carried by the student and his family. As a result foreign students generally come from families at the middle and upper class status of their home country, thus excluding a great number of academically qualified, but financially dependent, students.

In spite of the University's concerted efforts primarily through the International Services Office to impress foreign students with the financial realities at the University and in the United States, there are a variety of factors which will continue to make financial assistance a necessity for many foreign students. Foreign students have great difficulty simply conceiving of the financial realities that they will face in attending school here. The difference in standards and cost of living in the United States as compared to their home countries is very difficult to comprehend. Unanticipated increases in tuition and other educational costs, emergency family and personal situations, and overly optimistic estimates of the time necessary to complete degree requirements are major causes of financial problems.

Foreign students are not eligible for the major state and federal student assistance programs. As noted, sources of financial aid for foreign students are quite varied, but the total funds available from these sources appear inadequate to meet their needs. The University primarily provides financial assistance through emergency loan funds which have relatively small maximums and which must be repaid within short periods of time. Because of the nature of this type of assistance it does not constitute a means by which a foreign student might defray his educational expenses over a longer and more realistic period of time.

Although certain types of on campus jobs including teaching and research assistantships are available, the numbers of jobs are being reduced due to the budgetary constraints placed upon the University. Most first-year foreign students are not allowed to seek off campus employment because of Department of Immigration policies. Those students who are eligible for work permits are finding it increasingly difficult to obtain employment due primarily to the type of job market in the Seattle area. Foreign students do not have the alternative available to most other students--that of simply dropping out of school and working for awhile, moving back into a parent's home to save money or parents borrowing money to finance education.

In light of the budgetary trends at the federal and state level, it is not anticipated that there will be resources forthcoming which would increase financial aid to foreign students; in fact, if present trends continue financial aid for foreign students may actually decrease. In order to maximize the current resources available, the Subcommittee recommends the following:

1. Foreign students on permanent resident visas should not be eligible for loan programs earmarked for foreign students only. Of the estimated 1,611 foreign students on this campus, 603 possess permanent resident visas. Students in this category are eligible for all sources of financial aid available to U.S. citizens. Because of the limited resources available for foreign students, students with other financial alternatives should be excluded from foreign student aid programs.

2. The University should reinforce its efforts to emphasize to prospective students from foreign countries their responsibility to finance their educations in this country. Minimum financial requirements should be adjusted at least on an annual basis. It is hoped that more specific information regarding tuition, costs of room and board, and other living costs will be developed and continually up-dated for informational purposes. It is apparent that many foreign students tend to over-estimate their ability to meet their financial obligations, and greater efforts are needed to help them understand the financial realities of the cost of living and education in Seattle.

3. Greater coordination of the University's loan programs for foreign students should be aggressively pursued. The possibility of coordinating financial aid for foreign students through one office is recommended. At present, with the exception of the Office of Financial Aid, loans to foreign students are made independently by the agency administering the funds (ISO, FIUTS, College of Engineering, etc.) As a result, an uncoordinated approach to meeting a foreign student's financial problem often occurs. Due dates may overlap, multiple applications are necessary, etc. It would appear that greater efficiency from an administrative and student standpoint could be realized through coordination by a single office, preferably the Office of Financial Aid. The Subcommittee further recommends:

   (a) The possibility of making emergency loans available for longer periods of time should be thoroughly explored; specifically, loan periods which will enable repayment from summer earnings should be considered;
   (b) The responsible office should aggressively pursue contributions for foreign student loan funds, grants and scholarships from private businesses and community organizations;
   (c) The sources (local and national), monetary limits, terms and conditions of financial aid for foreign students should be compiled and readily available for foreign students through the International Services Office, FIUTS and the University's Financial Aid Office.

4. Some financial aid should be made available to first year non-sponsored foreign students. It is requested that the Faculty Committee review the rationale and criterion for awarding Foreign Exchange Tuition Scholarships as they relate to this recommendation.

In addition to the above recommendations, which are under the direct control of the University, the Subcommittee recommends that the following modifications to federal and state regulations affecting foreign students be supported by the University.

1. The Immigration and Naturalization Service work restrictions on married couples and first-year students should be modified to allow part-time employment.

2. Legislative authorization to increase the number of Foreign Exchange Tuition Scholarships for the University should be requested. Both state universities have been authorized an equal number of FETS although approximately twice as many foreign students are enrolled at the University of Washington. The University should seek a comparable ratio of FETS to foreign student enrollment to that at Washington State University.

3. Foreign students should be able to seek relief from non-resident tuition and fees consistent with the opportunities afforded other non-resident students.

Ingrid DeLaittre, Linguistics
Ghulam Hasnain, Linguistics
Alvin Ulbrickson, Student Affairs

CONTENTS

AGGREY FELLOWSHIP
AGRICULTURAL DEVELOPMENT COUNCIL FELLOWSHIP
ALLIANCE FRANCAISE DE NEW YORK SCHOLARSHIPS
ALPART INTERNATIONAL SCHOLARSHIP
ALPHA GAMMA RHO SCHOLARSHIP
ALTRUSA INTERNATIONAL FOUNDATION AWARDS
AMELIA EARHART FELLOWSHIP
AMERICAN ASSOCIATION OF UNIVERSITY WOMEN FELLOWSHIPS
AMERICAN COUNCIL OF LEARNED SOCIETIES AWARD
AMERICAN HOME ECONOMICS ASSOCIATION SCHOLARSHIPS
CENTER FOR HELLENIC STUDIES AWARDS
COMMONWEALTH FUND OF NEW YORK GRANTS
COUNCIL OF EUROPE FELLOWSHIPS
EUROPEAN ORGANIZATION FOR NUCLEAR RESEARCH FELLOWSHIP
FIGHT FOR SIGHT FELLOWSHIP
FOOD AND AGRICULTURE ORGANIZATION (FAO) OF THE UNITED NATIONS TECHNICAL ASSISTANCE FELLOWSHIPS AND SCHOLARSHIPS
JOHN SIMON GUGGENHEIM MEMORIAL FOUNDATION FELLOWSHIPS
INTER-AFRICAN UNIVERSITIES SCHOLARSHIPS (INTERAF)
INTERNATIONAL ATOMIC ENERGY AGENCY FELLOWSHIPS
JAPAN SOCIETY GRANTS
KENT FELLOWSHIPS
LALOR FOUNDATION FELLOWSHIPS
LUTHERAN WORLD FEDERATION AWARDS
ORGANIZATION OF AMERICAN STATES FELLOWSHIPS
OVERSEAS EDUCATION SERVICE OF EDUCATION AND WORLD AFFAIRS FELLOWSHIP
PEO INTERNATIONAL PEACE SCHOLARSHIPS
PHELPS-STOKES FUND SCHOLARSHIP
POPULATION COUNCIL BIO-MEDICAL FELLOWSHIPS
QUOTA INTERNATIONAL GRANTS
ROCKEFELLER FOUNDATION FELLOWSHIPS
ROTARY FOUNDATION SCHOLARSHIPS AND FELLOWSHIPS
LEO S. ROW PAN-AMERICAN FUND LOANS
SMITHSONIAN INSTITUTION FELLOWSHIPS
SOCIAL SCIENCE RESEARCH COUNCIL FELLOWSHIPS
SOCIETY OF EXPLORATION GEOPHYSICISTS FOUNDATION SCHOLARSHIPS
SOROPTOMIST FEDERATION
UNITED BOARD FOR CHRISTIAN HIGHER EDUCATION IN ASIA FELLOWSHIP
U.S. DEPARTMENT OF STATE, BUREAU OF EDUCATIONAL AND CULTURAL AFFAIR GRANTS
WORLD HEALTH ORGANIZATION GRANTS

Aggrey Fellowship
Hazen Foundation
400 Prospect Street
New Haven, Connecticut 06511

Amount	Determined individually
Term of fellowship	One year, renewable
Field Preference	Individuals preparing for careers in University or College Teaching in the areas of the Humanities and Social Sciences
Nationality	African
Qualifications	21-35 years old; proficiency in English; resident in home country at the time of application; graduate student
Letters of Inquiry	Should include 1) Autobiographical statement; 2) An outline of the proposed course of study; 3) A brief statement concerning the applicant's career plans. Reference letter should be sent by a former teacher directly to the Hazen Foundation.
Address Questions to	Aggrey Fellowship Hazen Foundation 400 Prospect Street New Haven, Connecticut 06511

Agricultural Development Council, Inc.
630 Fifth Avenue
New York, New York 10020

Term of Study	Twelve Months
Field	Agriculture
Amount	Round-Trip Travel, Maintenance, Tuition, Fees, Books, Insurance
Level	Graduate
Address Questions To	Agricultural Development Council, Inc. 630 Fifth Avenue New York, New York 10020

Alliance Francaise de New York Scholarships
527 Madison Ave., New York, New York 10022

Field Preference	Unrestricted
Nationality	French citizens
Qualifications	20-30 years old, working on graduate or postdoctoral level
Address questions to	Chairman of Scholarships Committee Alliance Francaise de New York 527 Madison Ave. New York, New York 10022 OR Alliance Francaise 101 Boulevard Raspail Paris 6e, France

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Alpart International Scholarship
Institute International Education
809 United Nations Plaza

Amount of Scholarship	Varies with students' needs
Citizenship	Jamaican
Level	Undergraduate
Field Preference	Accounting, Chemical Engineering, Electrical, Engineering, and Mining Engineering
Qualification	Must intend to return to Jamaica upon completion of undergraduate studies. Preference will be given, but not limited to candidates whose permanent residence is in the Parish of St. Elizabeth or of Manchester
Address Questions to	Alpart International Scholarship Institute of International Education 809 United Nations Plaza New York, New York 10017

Level	Undergraduate
Amount of Scholarship	Free Board
Qualifications	Must live in the AGR House and pay $110 per term for room
Address Questions to	Bob Rosenow 126 Ag. Hall 353-9548 or Mark Rulig 332-0834

Altrusa International Foundation, Inc.
332 South Michigan Avenue
Chicago, Illinois 60604

Number of Awards	Small amounts meant to supplement other finances of foreign women, especially those in emergency situations.
Amount of Award	
Term of Award	Depends on the purpose for the award
Field Preference	None
Nationality	Women of the Far East, Middle East, Africa, and Latin America
Place of Application	Altrusa International Foundation, Inc. Grants in Aid Committee Dr. Eunice C. Roberts, Chairman Bryan Hall 110 Indiana University Bloomington, Indiana 47401
Date of Application	Throughout the year
Qualifications	Female foreign student who has successfully completed one term of graduate study and who has the intention of returning to her home country.

Amelia Earhart Fellowship Awards
Zonta International
59 East Van Buren St.
Chicago, Illinois 60605

Number of grants	Varies
Amount of grants	$3,000
Term of award	One year--renewals may be granted
Field Preference	Aero-space Studies
Nationality	Unrestricted
Place of Application	Zonta International 59 East Van Buren Street Chicago, Illinois 60605
Date of Application	By February 1 for following year
Qualifications	Women recommended for their character and scholastic record and holding a bachelor's degree in a science acceptable as preparatory for advanced aero-space studies.
Address questions to	Mrs. Marion Dudley, Director of Public Relations Zonta International 59 E. Van Buren St. Chicago, Illinois 60605

World Health Organization (WHO)
Regional Office for the Americas
525 3rd St. N.W.
Washington, D.C. 20037

Citizenship	Available to nationals of member countries
Level	Postgraduate
Fields	Public Health, Preventive Medicine, Medical Education, and basic and clinical Health Sciences (for training and study not available in candidates home country)
Qualifications	Must return to home country for at least three years served with National Health Administration.
Address Questions to	World Health Organization Regional Office for the Americas 525 3rd St. N.W. Washington, D.C. 20037

American Association of University Women Fellowship Office
Educational Foundation
2401 Virginia Avenue, N.W.
Washington, D.C. 20037

	A Natural Sciences Award 3	B AAUW-IFUW Awards 6
Number of Awards	C Post-doctoral Awards 1	D Awards for graduate study or research in the U.S. 50
Amount of Award	A $5,000.00 C $5,000 - $7,500	B $3,000.00 D $3,000.00 plus tuition
Term of Award	1 year	
Field Preference Awards are not made in the creative or performing arts	A none C none	B Any field not leading to a degree D Teaching, medicine, public health, social work
Nationality	None	
Place of Application	AAUW Fellowships Office Educational Foundation 2401 Virginia Avenue, N.W. Washington, D.C. 20037	
Date of Application	December 1 for the following year	
Qualifications	A, B, C, D - female; must intend to return to her home country D Fluency in English so a full program of academic work can be undertaken; academic preparation equivalent to an American bachelor's degree; a plan of study or research which will advance professional competence	
Miscellaneous	If laboratory space or special equipment is required, arrangements must be provisionally made at the institution before application is made.	

American Council of Learned Societies
345 East 46 Street
New York, New York 10017

Type 1

Nationality	Canadian or American
Field Preference	Asia and Slavic Areas, Humanities
Qualifications	Postdoctoral level

Type 2

Nationality	United Kingdom, Western Europe, Japan, Republic of China, Australia, New Zealand.
Field Preference	For research in the U.S. on any aspect of the history and civilization of the U.S.
Qualifications	Post graduate level
Address Questions to	American Council of Learned Societies 345 East 46 Street New York, New York 10017

American Home Economics Association Foundation
2010 Massachusetts Ave. N.W.
Washington, D.C. 20036

Number of Scholarships:	About 8 in the last few years
Amount of Scholarships:	$2,500
Term of Award:	One year
Field Preference:	Home Economics
Nationality:	Any except United States
Date of Application:	When requesting application form the applicant should inquire the year preceding the award (Usually in September or October). 22-40 years of age; completion of technical courses in the branch of home economics that the applicant wishes to study (this usually involves graduating from a university in the applicant's home country with a major in home economics).
Miscellaneous:	Scholarship may only be used for tuition and room and board
Address questions to:	Mrs. Fannie S. Morrell Staff Liaison to Fellowship Committee American Home Economics Assn. Foundation 2010 Massachusetts Ave. N.W. Washington, D.C. 20036

The Center for Hellenic Studies
3100 Whitehaven Street, N.W.
Washington, D.C. 20008

Number of Awards	8
Amount of Award	$7,000.00 plus housing (with all utilities included) at the center.
Term of Award	1 year
Field Preference	Ancient Greek literature, history or philosophy
Nationality	Unspecified
Place of Application	The Director Center for Hellenic Studies 3100 Whitehaven Street, N.W. Washington, D.C. 2008
Date of Application	October 31, 1971
Qualification	Post-doctoral; 25-40 years of age usually

Council of Europe Fellowships
Council of Europe
Strasbourg, France

Nationality	Nationals of Member States and refugee of Member States and Finland
Field of Study	Medical, paramedical, and Health Services; Social Personnel in Government or Private Organizations
Address Questions to	Council of Europe Fellowships Council of Europe Strasbourg, France

Commonwealth Fund of New York
Harkness House
38 Upper Brook Street
London, W. 1, England

Number of Grants	Up to 30
Term of Award	12-21 months
Nationality	United Kingdom or a present British colony (by birth or naturalization). A small number of closed fellowships are available to those from Western Europe, Australia, and New Zealand.
Qualifications	Between 21 and 32 years of age (35 in Australia and New Zealand)

Applications are usually made in the home country.

Address Question to

The Warden
Harkness House (United Kingdom or British Colony)
38 Upper Brook St.
London, W. 1, England

Dr. Robert L. Johnston
Harkness House (Western Europe)
38 Upper Brook St.
London, W. 1, England

Professor H. C. Forster
School of Agriculture (Australia)
University of Melbourne
Victoria, Australia

Dr. Malcolm M. Burns
Principal
Lincoln College
Canterbury, New Zealand

European Organization for Nuclear Research
211 Geneva 23, Switzerland

Field Preference	Fundamental, theoretical, and experimental studies of high energy physics
Qualifications	Must have postgraduate research experience in nuclear or applied physics or and allied field
Miscellaneous	Fellowships and visiting scientist appointments available. Candidates for fellowships must be nationals of member states (13 European countries). Visiting scientist appointments available to any nationality.
Address Questions to	Fellows and Visitors Service European Organization for Nuclear Research 1211 Geneva 23, Switzerland

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Fight for Sight
Postdoctoral Research Fellowships of the National Council to Combat Blindness
41 West 57 Street
New York, New York 10019

Nationality	Unrestricted
Field Preference	Research and teaching careers in the field of vision
Address Questions to	The Fight for Sight 41 West 57 Street New York, New York 10019

Food and Agriculture Organization (FAO) of the United Nations Technical Assistance Fellowships and Scholarships

Nationality	Open to national of countries with which agreements have been signed under the UN Development Programme.
Fields	Agriculture, Fisheries, Forestry, Nutrition, Agriculture Economics, and Statistics
Qualifications	Candidates must have basic and technical education and practical experience; awarded only as part of specific projects of technical assistance
Address Questions to	FAO Liaison Office for North America 1325 C. St., S.W. Washington, D.C. 20437

John Simon Guggenheim Memorial Foundation Fellowships
90 Park Avenue
New York, New York 10016

Nationality	Citizens or permanent resident of all countries and territories of the Western Hemisphere and of the Phillipines
Field Preference	Any field of knowledge or creative work in any of the fine arts.
Qualifications	Unusual capacity for productive ability in fields of scholarship and the fine arts; post-doctoral level
Address Questions to	President John Simon Guggenheim Memorial Foundation 90 Park Avenue New York, New York 10016

Inter-African Universities Scholarships (INTERAF)
Secretariat
Box 5744
Accra (North), Ghana

Nationality	African
Field Preference	Corresponds to Manpower needs of participating countries
Level	Either Undergraduate or Graduate
Address Questions to	Inter-African Universities Scholarships (INTERAF) Secretariat Box 5744 Accra (North), Ghana

International Atomic Energy Agency Fellowships
Dept. of Technical Assistance
International Atomic Energy Agency
Karner Ring 11, Vienna, Austria

Nationality	Foreign Nationals from less developed countries
Fields	All peaceful uses of atomic energy
Qualifications	Graduate or postdoctoral level
Address Questions to	Department of Technical Assistance International Atomic Energy Agency Kartner Ring 11, Vienna, Austria

Japan Society, Inc.
250 Park Avenue
New York, New York 10017

Number of Grants	
Amount of Grants	No more than $300.00
Field Preference	None
Nationality	Japanese
Place of Application	Japan Society, Inc. 250 Park Avenue New York, New York 10017
Date of Application	No set date
Qualifications	Graduate student from Japan whose income does not exceed $6,000.00
Miscellaneous	Grant is to supplement income from other sources to attend, for example, academic conferences, to purchase books needed for research, or make field trips related to their study. Grant is not to help cover tuition or normal living expenses.
Address Questions to	Miss Tomie Mochizuki Director, Library & Information Japan Society, Inc. 250 Park Avenue New York, New York 10017

Kent Fellowships
The Danforth Foundation
607 North Grand Boulevard
St. Louis, Missouri 63103

Nationality	Unrestricted
Field Preference	Preparation for teaching or administration in a college or university in the United States or Canada (Actual field is not restricted).
Qualifications	Must have completed some graduate study and seek the doctorate. Preferably under 30.
Address Questions to	Dr. J. Edward Dirks Kent Fellowships Danforth Foundation 607 North Grand Boulevard St. Louis, Missouri 63103

Labor-Foundation, Inc.
4400 Lancaster Pike
Wilmington, Delaware

Nationality	Unrestricted
Fields	Biochemistry and Biophysics Pertaining to Fertility and Reproduction in various species
Qualifications	Postdoctoral level; under 41 years of age; must show teaching and research proficiency.
Address Questions to	The Director Lalor Foundation, Inc. 4400 Lancaster Pike Wilmington, Delaware 19805

The Lutheran World Federation
150 Route de Ferney
1211 Geneva 20, Switzerland

Number of Awards	Unspecified
Amount of Award	Return travel, health & accident insurance, tuition fees, room & board, book allowance and pocket money for incidental expenses
Term of Award	1 year with the possibility of extension
Field of Preference	Theology and other disciplines at the graduate level primarily
Nationality	For non-theological disciplines-preference if given to applicants from Africa, Asia, or Latin America
Place of Application	Home Church/LWF National Committee in the applicants home country
Date of Application	November 1 - application must be at LWF Office in Geneva
Qualifications	Adequate knowledge of the language of the country of study; have been nominated and endorsed by the home church that is a member of or in permanent relation to LWF
Address Questions to	Dr. Virgil R. Westlund Office of International Exchange USA National Committee of the Lutheran World Federation 315 Park Avenue South New York, New York 10010

Organization of American States
Pan American Union
Washington, D.C. 20006

Nationality	Permanent residents of O.A.S. Member states
Fields	Preference to be given to those fields indicated by the respective governments.
Qualifications	Need evidence of advanced training.
Address Questions to	Technical secretary O.A.S. Fellowships and Professorships Program Pan American Union Washington, D.C. 20006

Overseas Education Service of Education and World Affairs Fellowships
522 Fifth Avenue
New York, New York 10036

Amount of Fellowship	Tuition and fees, cost of term papers and theses typing allowance for textbooks and supplies, payment for use of equipment related to course of study or research, travel in the United States, basic medical insurance policy.
Address Questions to	Overseas Education Service of Education and World 522 Fifth Avenue New York, New York 10036

Phelps-Stokes Fund
22 East 54th St.
5th Floor
New York, New York 10022

Nationality	African
Level	Sophomore, Junior, or Senior
Field Preference	None
Qualifications	Must be in good academic standing; must not currently be sponsored by any public or private agency that has assumed responsibility for his support; must agree to return to his home country on the completion of his studies to assist in the development of that country.
Address Questions to	Phelps-Stokes Fund 22 East 54th Street 5th Floor New York, New York 10022

PEO International Peace Scholarship Fund
PEO Executive Office
3700 Grand Avenue
Des Moines, Iowa 50312

Amount of Grant	Up to $2,400.00
Term of Award	1 year - renewals are accepted
Field Preference	Not given for research or to student in medicine and dentistry except in the final year or two.
Nationality	Unrestricted
Date of Application	October 1-January 31 for the following year
Qualifications	Female with admission to full time graduate status, working toward a degree. Applicant must promise to return to their own country upon completion of this educational program.
Miscellaneous	Grant may only be used for tuition, maintenance, and incidental expenses, after the student is registered at the institution. Grant may not be used for travel expenses. Applicant is expected to have "other resources."
Address Questions to	Mrs. C. E. Smith, Jr. Chairman PEO International Peace Scholarship Fund PEO Executive Office 3700 Grand Avenue Des Moines, Iowa 50312

Population Council Bio-Medical Fellowships

Nationality	Unrestricted
Fields	Physiology, Biochemistry, Endocrinology, Immunology, and Steroid Chemistry
Qualifications	Previous participation in some aspect of medical or biological research in the field of reproductive physiology Postdoctoral
Address Questions to	Fellowship Secretary The Population Council The Rockefeller University York Avenue, and 66th Street New York, New York 10021

Quota International, Inc.
Suite 215, 1145 Nineteenth St. N.W.
Washington, D.C. 20036

Number of grants	Varies
Amount of grant	Varies according to institution at which the student is studying
Field Preference	None
Nationality	Unrestricted
Qualifications	Only women graduate students
Miscellaneous	Grants are available only for room and board and incidentals. All applications come through the Institute of International Educations
Address Questions to	Mrs. Dora Lee Hayes Quota International, Inc. Suite 215, 1145 Nineteenth St. N.W. Washington, D.C. 20036

Rotary Foundation Undergraduate Scholarships and Graduate Fellowships

Nationality	Unrestricted
Fields	Unrestricted
Qualifications	Candidate must be unmarried, in the upper 25% of his class in countries where such criterion is applicable; able to read, write and speak the language in use in the proposed study country in the language is English, French, German, Italian or Spanish.
Miscellaneous	Undergraduate scholarships--between the ages of 18 and 24 inclusive; Graduate fellowships--between the ages of 20 and 28 inclusive, and must have earned a baccalaureate degree or its equivalent.
Address Questions to	Nearest Rotary Club

Rockefeller Foundation Fellowships
111 W. 50th St.
New York, New York

Amount of Award	Stipend thesis costs, travel for self and wife, contribution toward emergency expenses, tuition and fees
Level	Graduate
Address Questions to	The Rockefeller Foundation 111 West 58th Street New York, New York

Leo S. Rowe Pan American Fund

Nationality	Latin American
Qualifications	1) Have completed their technical or professional studies and wish to pursue advanced studies or research in the U.S. 2) Are already studying in colleges or universities in the U.S. and who require additional financial assistance 3) Have scholarships or some resources of their own to enter the U.S.
Miscellaneous	A candidate is eligible if he is able to finish his studies within two years. Loans are interest-free and must be repaid within 5 years after completion of studies.
Address Questions to	Secretariat of the Leo S. Row Pan-American Fund Dept. of Educational Affairs Pan American Union Washington, D.C. 20006

Smithsonian Institution

Citizenship	Unrestricted
Fields	Anthropology, American History, History of Art and Music, Behavioral Environmental Biology, Evolutionary and Systematic Biology, History of Science and Technology, Museum Studies, and Physical Studies
Level	Graduate Student
Address Questions to	Director Division of Graduate Studies Office of Academic Programs Smithsonian Institution Room 236, Pension Building Washington, D.C. 20560

Social Sciences Research Council

Nationality	Canada or U.S.
Fields	Social sciences, including anthropology, economics, history, human geography, political science, social psychology, and sociology
Qualifications	Postdoctoral and Late Predoctoral
Address Questions to	Social Science Research Council 230 Park Avenue New York, New York 10017

Society of Exploration Geophysicists Foundation Scholarships

Nationality	Unrestricted
Field	Study of Geophysics in the U.S.
Miscellaneous	Undergraduate or graduate
Address Questions to	S.E.G. Foundation P.O. Box 1067 Tulsa, Oklahoma 74101

Soroptomist Federation of the Americas, Inc.
1616 Walnut Street
Philadelphia, Pa 19103

New criteria for qualifications will be sent at a later date.

Place of Application	Soroptomist Foundation Soroptomist Federation of the Americas Inc. 1616 Walnut Street Philadelphia, PA 10103
Address Questions to	Muriel M. Morse, Chairman Soroptomist Foundation Soroptomist Federation of the Americas, Inc. 1616 Walnut Street Philadelphia, PA 19103

United Board for Christian Higher Education in Asia
475 Riverside Drive
New York, New York 10027

Nationality	Malaysia, Indonesia, Philippines, Hong Kong, Formosa, Korea, Japan
Term of Study	One year, renewable
Amount	Round-Trip travel, monthly living stipend to cover room, board, and incidentals, medical and life insurance, and academic tuition and fees
Level	Graduate
Address Question to	United Board for Christian Higher Education in Asia 475 Riverside Drive New York, New York 10027

U.S. Department of State, Bureau of Educational and Cultural Affairs

Nationality	Unrestricted
Field	Unrestricted
Qualifications	Principally graduate and postdoctoral; a working knowledge of English
Miscellaneous	Grants for graduate study are awarded for one year. They may be extended under certain conditions for postdoctoral research are awarded for 3-12 months.
Address Questions to	Binational Educational Commission or Foundations in the capital cities of the applicants countries. If such an organization has not been established there, contact the U.S. Embassy or consulate of your country.

APPENDIX IV

COMMITTEE ON FOREIGN STUDENT POLICIES AND SERVICES

Report of the Subcommittee on English as a Second Language

April 25, 1973

I. INTRODUCTION

The Subcommitee on English as a Second Language was asked to study the structure and operations of the campus English as a Second Language (ESL) program in order to assess both the extent of its use and the degree to which it assisted students with marginal English language skills. Recent enrollment patterns were reviewed. The language examination used for initial admissions screening as well as the diagnostic exam used for ESL course placement were studied in some detail. Interviews were conducted with ESL staff members, administrative officers, academic advisers and foreign students. Further, the chairman of the Subcommittee visited Shoreline Community College to gain the perspective of the ESL staff about the aims of second language learning.

From this review process, admittedly constrained because of the limited knowledge of second language learning held by Subcommitee members, emerges a picture of a University program with strengths and weaknesses--one which is providing a significant level of service to foreign students but one also which needs some repair work in order to upgrade its effectiveness for the campus community.

II. SCREENING ENTERING FOREIGN STUDENTS: TOEFL

Admissions Policy

Foreign students' facility with English is obviously an important factor in their academic success. As an admissions consideration, in addition to requesting transcripts of previous work and evidence of adequate finances, the University of Washington requires non-native speakers of English to present satisfactory scores on the TOEFL (Test of English as a Foreign Language) examination. Exceptions may be made for those students who have already demonstrated satisfactory performance at the college level in the U.S.

The TOEFL examination, developed by the Educational Testing Service in 1963 and co-sponsored by the College Entrance Examination Board, is administered in some 120 foreign countries as well as at test centers in the United States and its dependencies. It has become the primary American university examination for screening foreign students in terms of English competency. CEEB estimates that more than 800 educational institutions and other agencies require or recommend that their foreign applicants submit TOEFL scores; nearly 65,000 students wrote the test in the four international administrations in 1971-72.

Content of the TOEFL Examination

The test is divided into five parts, in standard multiple-choice format:

Listening Comprehension	tests the student's ability to understand spoken English (the "speaker" is a tape or record)
English Structure	tests the student's mastery of important structural and grammatical points in spoken English
Vocabulary	tests the student's knowledge of the vocabulary required for efficient reading of non-technical materials
Reading Comprehension	tests the student's ability to read and understand English prose, including the ability to draw conclusions and make inferences
Writing Ability	tests the student's ability to recognize effective style and appropriate usage and diction in written English

There is no absolute passing score for the exam and institutions are free to choose a level which seems to meet their purposes. Commonly, however, scores of 450 to 500 are considered "adequate" entrance standards at most American institutions, including the UW.

Despite the almost universal use of TOEFL by American colleges and universities, the exam has certain obvious inadequacies. Presumably because of practical considerations of scoring, there are no sections in which the student is asked to speak English so that his fluency, mastery of grammar, and "foreign accent" can be judged. This missing information is particularly important if the admitting institution intends to employ the foreign student as a teaching assistant for a class conducted in English.

There is no TOEFL section on technical and scientific reading, though many foreign students will have to cope with such materials in their classes. And there is no essay section in which the scorer can judge not only the student's recognition of correct grammar, but also his ability to produce grammatical sentences, develop coherent paragraphs, and sustain a theme. Thus we have no indicators of the student's ability to write a satisfactory paper, much less a thesis or dissertation. (The American education system does place some emphasis upon composition and term paper writing; many foreign education systems appear to rely more heavily upon recognition and recall skills for demonstration of educational mastery).

Research indicates the TOEFL exam measures many of the same skills as the Scholastic Aptitude Test for the Graduate Record Examination; however, TOEFL is not designed to be a predictor of later academic performance.* But how useful TOEFL is as a screening device for the UW seems an open question. We use it because it exists, can be administered abroad, and to some extent fulfills our faith that it performs at least a coarse discrimination function.

III. PLACING ENTERING FOREIGN STUDENTS IN ESL COURSES

Enrollment Policy

Though enrollment in special English classes is not mandatory for foreign students, those who appear weak in English skills are encouraged to take ESL courses. An apparent difficulty in "selling" the program is that the majority of our foreign students are graduate or professional students who cannot receive credit for the courses. Time put into such courses is therefore often regarded as a delay in furthering degree attainment. As a result, some students put off enrollment, hoping that their English skills will improve as a natural consequence of immersion in American higher education. Numbers of these students are eventually steered into the ESL program on the recommendation of their departmental advisers, when academic problems become apparent, but the Arts and Sciences Advisory Office observes that others who appear inadequate in English language skills successfully avoid ESL instruction.

Placement Examination

The placement examination for enrollment in ESL courses is administered just prior to Autumn Quarter as part of the orientation program of International Services. The ESL program experienced difficulties in the past in placing foreign students at the appropriate course level based on TOEFL or other standardized tests. Paul Aoki, an ESL teaching assistant, developed the experimental Diagnostic Examination first administered in September 1972 as an alternative placement instrument. The parts of the examination and the score weightings are as follows:

Grammar	50
Listening Comprehension	40
Diction	20
Writing & Composition	100
Technical Reading	20
	230

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*See for example the 1970 AACRAO-AID Conference Report; and a study by Leslie R. Gue and Edward A. Holdaway, "English Proficiency Tests as Predictors of Success in Graduate Studies in Education."

The examination is interesting in that its parts have been constructed to parallel course selections from the ESL program with the expectation that placement will be made more effective because of the exam's diagnostic capacity. The teaching assistants and the ESL Director seem reasonably satisfied with the initial use of the examination, but it remains to be seen whether successive administrations of the exam will bear out the early hopes. Is the local exam really different in kind from national exams or does it just appear so from its format? One way to study this question (though certainly not the only way) is to look at the content overlap, if any, of the Diagnostic Exam with a national test.

Since almost all UW foreign students who had taken the Diagnostic Examination had also taken TOEFL, releveant parts of the two tests were paired and correlations (as shown in Table I) were computed by the Office of Institutional Educational Research.

TABLE I

Correlation between Scores on TOEFL and the ESL Diagnostic Examination Administered in 1972 to a Group of 43 Graduate and 5 Undergraduate Students.

Test Section	Correlation
Listening Comprehension *TOEFL vs. ESL Part B*	*.60*
English Structure *TOEFL vs. ESL Part A*	*.70*
Reading Comprehension *TOEFL vs. ESL Part E*	*.64*
Writing Ability *TOEFL vs. ESL Part D*	*.44*
Vocabulary on TOEFL vs. *Reading Comprehension, ESL Part E*	*.33*
TOTAL TOEFL vs. TOTAL ESL SCORES	*.69*

Since correlations of 0.00 indicate that two variables are totally unrelated (measure nothing in common) and conversely, correlations of 1.00 indicate that two variables are entirely related (measure common performance) an examination of Table I will show that considerable commonness exists between the two tests. (Correlated test performance is usually interpreted as measurement of common underlying skills.) Least overlap (.33) occurs between the TOEFL Vocabulary and the ESL Technical Reading subtests; greatest overlap (.70) between the TOEFL English Structure and the ESL Grammar subtests. Is the new ESL Diagnostic Examinations just another variant of the typical standardized test, having the same assets and liabilities? The answer to this question is unknown at this time. Certainly there is measurement overlap between the ESL and the TOEFL exams. Possibly the new ESL test will prove to discriminate better for placement purposes because of its special format and varied content) despite whatever measurement characteristics it has in common with other standardizes tests: repeated use will be necessary to demonstrate its utility.

IV. COURSE CONTENT

Present Program

Within the ESL program, there are three core courses designed especially for foreign students:

Core Courses

English 150:	*Intermediate Oral English for Foreign Students (5 credits, A,W)*
English 151:	*Advanced Oral English for Foreign Students (5 credits, A,W,Sp)*
English 303:	*Advanced Written English for Foreign Students (3 credits, A,W,Sp; repeatable for credit)* *Content varies each quarter: composition, humanities, and science readings*

In summer only, the program offers

English 160:	*English for Foreign Students: Intensive (15 credits, Summer only)* *Satisfies undergraduate foreign students' English requirement*

Until recently, a

Language Clinic (non-credit)

was conducted in which foreign students received help with writings for course work of all kinds. The advantage of the clinic was that instruction could be keyed to the individual abilities of the student as he or she demonstrated these through routine course work. The clinic course was dropped only because of budgetary reasons.

Several special courses available to foreign students have been developed in other departments in response to student and faculty requests:

Special Courses

Speech 111:	*Standard and on-Standard American Speech: Theory and Application (2 credits, A,W,Sp; repeatable for credit)*
English-HSS 304:	*Introduction to Scientific and Technical Communication for Foreign Students (4 credits, A,W)*
English-HSS 305:	*Introduction to Scientific and Technical Communication for Foreign Students (4 credits, W,Sp)*
HSS 407:	*Thesis Guidance for Foreign Engineering Students (1 credit, A,W,Sp; repeatable for credit)*

The speech course, though not limited to foreign students, is considered useful to them in improving pronunciation. The HSS (Humanistic Social Studies) courses, offered by the College of Engineering, deal with grammatical-rhetorical analysis of scientific and technical discourse and seem particularly helful to foreign students in building skills important for writing laboratory reports and scientific papers.

From discussion at the open hearings for foreign students held in June and November, 1972, the Subcommittee gained the impression that most students were more favorably impressed by the specialized courses than by the standard core offerings. It is not clear whether students regard "English classes" as remedial and therefore demeaning, or whether they feel the specialized courses are more closely related to their majors and for that reason are of greater value to them. Students at the hearings also expressed a desire for more personalized instruction and better diagnosis of their individual difficulties with English (accent, idioms, etc.).

EOP Courses

In developing data for this report, the Subcommittee discovered that due to high enrollment in the regular ESL courses, coupled with adviser judgment, from 15 to 20 immigrant students per quarter were enrolled in the special English courses offered by the EOP program. (Foreign students who are on resident visas and have been in the U.S. for at least three years are eligible for EOP classes.) Most of these students are Asian, and while this group tends to have somewhat greater difficulties with English than do Europeans, the instructors for the special EOP English courses do not feel that transitionary courses of the EOP type are suited to students whose native language is not English; this practice should be examined by the Director of ESL and officially discouraged if found counterproductive.

Program Effectiveness

Whatever the courses developed to serve foreign students, it is clear that a formal assessment of the students' competence before and after instruction should be made on an experimental basis. At present, judgment of the effectiveness of the ESL program and related specialized courses is made on a subjective basis by instructors, students and their advisers. It would be encouraging to the students (and their instructors) to know that participation in the program had a measurable and positive effect on English mastery. Pre- and post-testing on "acceptable" skill exams, grading of samples of work collected over the period of instruction, and judges' estimates of change in oral fluency over time ("blind" analysis to combat evaluator bias is important for the latter two study suggestions) represent kinds of data important for validating the effectivness of ESL instruction. Ideally a control group of students who do not take special coursework but are evaluated on the same criteria should be used as a double check, though establishing this arrangement presents certain very practical problems.

V. STAFFING

Staffing of the ESL program has been cut in recent years because of budget restrictions. Unlike instruction in many other college-level courses, language instruction suffers acutely when, because of limited staff, class size must be increased beyond 15 or so. This appears particularly true in the beginning and intermediate instruction levels where early correction of language and speech errors must take place. (See Table II.)

The class sizes shown in Table II are somewhat misleading, and the situation is worse than it appears; although classes seem generally small, the enrollment figures reflect only those who are enrolled for credit--usually about two-thirds of the class. Auditors (including visiting foreign faculty) are frequent in the ESL program, since students often realize their need for help yet do not wish to be graded. (As mentioned earlier, graduate students receive no credit for the ESL courses.)

Though only limited trend data about enrollment (covering a period of approximately the last 2 1/2 years) is available from Table II, one observes a general increase in course enrollment for the program as a whole. Enrollment in the core courses (English) has increased at a slower rate than that in the special courses (HSS and Speech). This finding is consistent with the comment made in Section IV that foreign students expressed greater interest in the specialized courses.

Given the present limitations on instructional resources, the ESL program should take stock of its priorities and set enrollment limits. Auditors and other interested persons should not be accepted if instructional effectiveness is markedly impaired because of class size. The program can be extended only so far without decreasing its effectiveness for

TABLE II

ENROLLMENT IN SPECIAL COURSES FOR FOREIGN STUDENTS

Course	AUT	WTR	SPR	SUM	TOTAL	AUT	WTR	SPR	SUM	TOTAL	AUT	WTR	TOTAL	GRAND TOTALS
English 150A	8	5	-	-	13	18	5	-	-	23	22	-	22	58
English 151A	12	6	5	-	23	14	14	14	-	42	16	29	45	110
English 151B	12	-	-	-	12	-	-	-	-	-	-	-	-	12
English 160A	-	-	-	10	10	-	-	-	17	17	-	-	-	27
English 303A	10	12	15	-	37	15	20	19	-	54	21	21	42	133
English 303B	11	7	10	-	28	10	13	7	-	30	-	-	-	58
	53	30	30	10	123	57	52	40	17	166	59	50	109	398
HSS 304A	21	-	-	-	21	20	-	-	-	20	31	25	56	97
HSS 305A	-	30	-	-	30	-	33	17	-	50	-	18	18	98
HSS 407A	2	3	3	-	8	2	9	9	-	20	1	12	13	41
	23	33	3	-	59	22	42	26	-	90	32	55	87	236
Speech 11A	-	-	-	-	-	-	24	15	-	39	-	31	31	70
Speech 111B	-	-	-	-	-	-	-	-	-	-	-	44	44	44
Speech 111C	-	-	-	-	-	-	--	-	-	-	-	50	50	50
	-	-	-	-	-	-	24	15	-	39	-	125	125	164
					1970-71					1971-72			1972-73	
QUARTERLY TOTALS	76	63	33	10	182	79	118	81	17	295	91	230	321	798

all participants--greater enrollment control seems imperative.

It would be comforting to expect more financial support for the program and therefore the addition of staff. But this possibility flies in the face of current budget cutting practices. It would be prudent to look beyond increased budget for help. For example, programmed texts and cassettes might relieve the current staff of some coaching chores. New sources of instructors might be sought: e.g., teachers in training in the English Department's MAT program; or bilingual teachers from training programs in the College of Education, should such programs be developed. Possibly live-in tutors could be assigned to residence halls for the costs of room and board. A step has already been made toward using auxiliary staff from outside the Linguistics Department. Presently several students pursuing an ESL major through General and Interdisciplinary Studies are providing tutoring services to foreign students in exchange for earned college credit.

VI. PROGRAM MANAGEMENT

Comment from a number of sources indicates that the potentially most effective instructors (TA's) are not always available to the Director of ESL for assignment to ESL courses. Given that the program is embedded within the Department of Linguistics, the ESL Director participates in the selection of TA's for assignment to his courses but cannot select only those who evidence special teaching competence and interest in the program. Since observers note that teaching commitment may be the singlemost determiner of effective ESL instruction (and some TA's lack this attribute) it is clear that attempts at instructional improvement will be frustrated to the degree that inappropriate assignments of TA's are made. Some remedy is needed.

As a further step toward program improvement, it seems important that the Director develop a program of supervised training for TA's in order to enhance their classroom effectiveness. The lack of such programs in general at the UW for TA's has been acknowledged in recent years (see Graduate School Memo 26) and some departments have designed programs to increase the teaching effectiveness of novice TA's. ESL classroom visitations, questioning students through interviews or questionnaires, and follow-up analysis of students' adequacy with English in later course work suggest themselves as projects to be considered by the Director in assessing instructor effectiveness.

Another issue requiring examination is the appropriateness of present administrative arrangements for conducting the ESL program. Presently, administrative responsibility is lodged with the Department of Linguistics and this has been justified in terms of the relevance of linguistic analysis to the design of programs of teaching a second language. The ESL Director firmly believes that generalizations drawn from linguistic theory are important for providing relevant explanations about language use, and for analyzing and correcting specific language errors. He cites a number of published research studies to back his contention. But one also hears from other quarters that the relevancy is more assumed than real; that linguistic analysis, while somewhat helpful, is not crucial to the practical task of ESL teaching. The Subcommittee is not sufficiently knowledgeable about this matter to join in the debate; it asks only that the issue receive consideration in decisions about ESL administrative arrangements.

For whatever reasons, it is apparent that faculty support within Linguistics for the objectives of the ESL program is not great. It is not clear whether this has to do with the debate about the relevance of formal linguistics to ESL training or simply represents a general disinterest in ESL as an activity. But the hard fact is that departmental disinterest provides no encouragement to program expansion and improvement.

Given the previous statements, one must ask whether the program should remain part of Linguistics. Possibly affiliation with the Department of English (where ESL once was but prospered badly--perhaps times have changed) or with the Department of Humanistic-Social Studies, where specialist ESL courses appear to flourish because of departmental interest, is a better solution. Or creation of an interdisciplinary institute with all forms of second language learning as its major focus for both teaching and research is yet another possibility.

An interdisciplinary institute of the kind just mentioned has been proposed in a document by K. Oller (Speech) and L. Selinker (Linguistics--ESL), and then again in somewhat modified form by M. Shapiro (Asian Language and Literature) in a memo to Dean Beckmann. A recent conference involving University faculty members explored the institute concept but it is understood no decision has yet been made in the matter.

It seems there is sufficient question about the effectiveness of the present administrative relationship to request a review of program sponsorship.

Proposed Intensive ESL Institute at Shoreline Community College

In a report recently authored by Professor Shigeo Imamura of Michigan State University for NAFSA (National Association of Foreign Student Advisers) it was recommended that Shoreline Community College organize an intensive ESL program for the Pacific Northwest. The ESL Institute as proposed would operate all year, beginning in autumn 1973, and charge standard academic fees. Its courses would be available to anyone deficient in English language skills and wishing training. Degree-oriented students would be expected to enroll full-time within the institute and not maintain concurrent enrollment in other educational programs at either SCC or other nearby academic institutions. (Immigration regulations permit such intensive language study prior to enrollment in academic studies.)

If the program proves viable (after the first year, SCC must run it on a self-sustaining basis) the Institute could become the principal center within the Northwest for intensive ESL instruction. Creation of the Institute, then, has implications for enrollment patterns in the University's ESL program.

However, the intensive nature of the program and the limitations on enrollment elsewhere may work against it, for students completing a term at the Institute would be "off cycle" (excepting for summer enrollment) when they attempted to enter standard economic programs with a fixed sequence of required courses. Further, many foreign students would see such full-time enrollment as costly and time-consuming, prefering rather to take ESL along with the normal academic program. The latter might not be the wisest course of action for many students but circumstances would force it.

VII. SUMMARY

The foreign student's mastery of the English language is essential to both his academic success and effective social interaction with Americans. For this reason, the University of Washington, like 58 of the 59 large institutions surveyed by the Subcommittee on Admissions, screen students on language proficiency with the TOEFL examination of the Educational Testing Service.

Students who pass the TOEFL examination and are otherwise admissible, academically and financially, are given a placement test by ESL as part of the orientation program. ESL courses have been developed to remedy English language deficiencies which many foreign students demonstrate, although enrollment in either ESL core or specialist courses is not mandatory.

The Subcommittee interviewed the following persons in developing its information: the Director of the ESL program; a number of TA's serving as instructors: the Chairman of Linguistics (the department with which ESL is administratively affiliated, and which furnishes much of its teaching staff); the faculty member in charge of ESL courses in HSS; several foreign students; and a few academic advisers. Additional information was gained from foreign student comments at two hearings and from responses to questionnaires administered to over 100 foreign students by the Office of Institutional Educational Research.

The task of selecting or developing functional English exams for admissions or placement uses with foreign students continues to be a problem. The TOEFL exam of the Educational Testing Service is reluctantly used at the UW as a screening device for admissions (it is the only widely available exam overseas) but is rejected as a placement instrument. After years of trying out different placement tests, the ESL program has developed its own Diagnostic Examination but its use has been too limited thus far to assess its effectiveness.

Enrollment in the ESL program has been increasing over the last 2 1/2 years, more for the specialist than for the core courses. Staffing the ESL program has been hampered not only by finances, but also by the limited supply ot TA's with specific interests in this specialized area. The ESL Director needs greater control over the selection of the TA teaching staff than is presently possible; only TA's with strong interests in the program should be selected. The Subcommittee suggests several potential new sources of instructors or instructional assistants who may be available at modest cost.

Further, it is suggested the program consider adopting aids such as learning tapes and films to supplement the meager teaching resources.

There is no formal evaluation of the program in the sense of measuring students' language performance change, and judgments of program effectiveness are based largely upon subjective views of students, the ESL staff and faculty advisers. Program assessment is needed.

The appropriateness of the present administrative ties of the ESL program is questioned. It seems to the Subcommittee that the parent department, Linguistics, with which the program is affiliated, has but minimal interest in the practical service goals of second language teaching and provides no encouragement for program development.

Certain changes in second language instructional programs have been recently proposed, both on and off campus. Consideration of these proposals seems appropriate since they may determine in part the future direction of the UW's ESL program.

The recommendations of the Subcommittee on ESL, based upon information developed in this paper, are as follows:

VIII. RECOMMENDATIONS

1. Class size appears to be at the point where instructional effectiveness is becoming impaired and steps should be taken to reduce the number enrolled in individual classes. Effective language instruction is dependent upon attention to individual student problems and these become obscured in large groups. From information available to the Committee it appears that enrollment in participatory courses should not exceed twenty. If additional teaching positions cannot be secured to handle registration requests, then classes should be limited through application of a priority policy according first claim to students who are most deficient in English language skills.

Other language teaching programs have demonstrated the effectiveness of instructional aids such as language tapes, programmed course materials and films. Use of these aids can ease the teaching load problem and broaden the base of language learning. Information indicates that UCLA is experimenting with the use of instructional aids but the extent of involvement (or its success) is not known.

2. Serious consideration must be given to reinstating the Language Clinic course (evaluation and criticism of writings for the regular curriculum) which was dropped recently due to budget cutbacks. No one seems to dispute the importance of providing foreign students with constructive criticism about their writing. If the ESL staff cannot be increased to undertake this responsibility, volunteers should be recruited for the task. Students outside of Linguistics who are interested in preparing for second language teaching are in touch with ESL and currently assist with some tutoring.

interests of the Department of Linguistics and such interests, at present, do not lean toward ESL programs. Other possible administrative arrangements which might be more congenial to the practical objectives of ESL are the Department of English, the Department of Humanistic Social Studies (the chairmen of these areas have not been approached about this possibility) or the proposed Interdisciplinary Program for Language Teaching and Learning. It is recommended the Provost consult with the chairmen if Linguistics, English and HSS as a basis for forming a judgment about whether ESL should continue with its present administrative structure or transfer into a different arrangement.

7. The University's Innovative Fund should be tapped to supply resources needed for both program evaluation and improvement. The need to analyze program effectiveness and institute curriculum changes where necessary has been noted several times in the report. It is appropriate to secure short-term support from the Innovative Fund to demonstrate the utility of the present program and the level of future instructional needs. Permanent funding can then be sought to implement new program requirements demonstrated to be useful.

Thomas F. Hodgson Evaluative and Counseling Services	Ingrid DeLaittre Linguistics

APPENDIX V

COMMITTEE ON FOREIGN STUDENT POLICIES AND SERVICES

Report of the Subcommittee on Educational Purposes of Foreign Students and Outcomes

February 12, 1973

I. Charge of the Subcommittee

The Educational Purposes of Foreign Students and Outcomes Subcommittee was charged with the responsibility of studying the expectations of foreign students coming to study at the University of Washington and then their actual experience following enrollment here. This Subcommittee was also charged with determining the reasons for foreign students' selecting the University of Washington over other schools.

II. Study Procedures

The primary source of information for this report was the foreign student interview data collected by the Office of Institutional Educational Research. Additional information was taken from comments made at two open hearings conducted by the Committee, and a questionnaire circulated through ISO, the Foreign Student Council, and at the second hearing.

III. Results

A. Academic Expectancies and Outcomes

Pre-arrival information

Information about the educational opportunities in the United States most often comes from the least reliable source: relatives and friends. This source, along with general media, is often ill-informed, biased, anecdotal, and other than first-hand. Perhaps one in ten foreign students entering here from abroad has had the opportunity to talk with a former UW student. In many countries, students are reluctant to approach professors who have studied or taught in the United States to gain their impressions.

The more accurate bulletins published by American universities and USIA are so formal by comparison as to give no real flavor of the experience ahead. Upon reflection, students suggest that advance information explaining the UW approach to education, more accurate and realistic information on degree requirements and course descriptions, and careful explanations of the nature of financial opportunities here would have helped.

Orientation

Upon arrival here the new student receives some needed information on pace and procedures through Orientation, but the full impact of these differences is not felt until the student is immersed in classes and routine. Despite the efforts of the Orientation staff, most students feel unprepared for the actual experience.

Foreign students are often under tremendous pressure from relatives and personal hopes to succeed when they come to the U.S. to study. Depression is not uncommon among newly arrived foreign students. Adjustment to these new demands usually takes a major part of the first year. Those who do not fare well under this stress often return home. This adjustment takes place only once, however, since foreign students transferring from other U.S. educational institutions feel sufficiently "at home" to skip adjustment activities like Orientation or English language courses. Still, the transition from undergraduate to graduate student is a big change for the transfer as well as the first-time foreign student.

Academic advising

During the school year, ISO serves as a source of information and tips, but it cannot give adequate advice on courses to take or specific program requirements. This task is one for the advisor, though many advisors are not familiar with the adjustments foreign students need to make. E.g., flexibility in course selection rather than entirely set programs is a new element for the foreign student to cope with. Additionally, foreign students have been more dependent on rote learning and less on originality of effort as an approach to education than have American students.

Nearly half of the students expressed dissatisfaction with their academic advising. While this statistic may be true for American students too, the foreign student is not accustomed to aggressive pursuit of needed information either from the advisor or through "curbstone advising." Complaints of impersonality, bureaucracv, and inaccurate information are heard.

Adjustment to U.S. educational system

Foreign students often do not have a realistic appreciation of the academic demands of their programs. Scholastic standing in one's own national group is not always a reasonable indicator of relative standing within the U.S. student population. Comparative information regarding reading speed and comprehension, language usage, and subject matter knowledge available through standardized tests is either insufficient or does not seem to make sufficient impact since over half the students are likely to find their estimates of subject matter skills and language skills to be inaccurate.

For example, the results of the TOEFL exams (an admissions requirement), though discriminating somewhat among foreign students with respect to facility with the English language, do not provide adequate information on the absolute level of English skills required to be academically successful. Reserach conducted at other universities indicates TOEFL is extremely easy for native English speakers--those students with whom foreign students compete.

While modest numbers of foreign students enroll in English language courses, more than three times as many realize after several quarters in classes that they could have benefited from special English courses. About half the students judged their English skills improved given a year's time here, but many still find language skills to be a problem which affects adjustment to academic and social life. One piece of advice the foreign student suggests to his countrymen is to learn the language well before coming.

Results of the Graduate Record Examination (math and verbal aptitude scores, subject-matter achievement scores) are required by many departments for use in making decisions about applicants. Whatever help the GRE verbal aptitude score might be for selecting applicants from among native English speakers, research again has shown this index to be virtually useless for assessing foreign-student language skills. (Interestingly, though, the GRE math aptitude score shows moderate predictive usefulness.) In short, there may be little systematic information on hand when the foreign student first enrolls at the UW which which can provide a good appraisal of his or her "readiness" for our degree programs. A general exception to this observation applies to science majors: those who have taken a strong science program in their homelands find this preparation adequate for UW science curriculums.

The pace of schooling in the U.S. is generally faster than in other countries. The sheer amount of material available and expected to be covered in outside reading and assignments exceeds most home country university expectancies. Familiarity with large libraries is often lacking. The U.S. student is long-trained for this system; the foreign student often is experiencing it for the first time and while in competition with the best students in our system.

Competition for grades is more subtle in most foreign countries. Abroad, generally the only measures of success and and standing are final examination results at the year's end. Our more frequent grading and more pressured pace confront the foreign student early with any false impressions he may have of his skills.

Applicability of U.S. education to foreign use

Dissatisfaction with one's preparation here for work in one's home country is of concern to a significant number of students. Practical training, work-study opportunities, and specific attention to foreign applications (frequently seen as helping to bridge the gap) may not be widely available.

B. Non-academic Expectations and Outcomes

Social adjustment

For most foreign students, an "American education" means more than an academic program. Most come here expecting involvement with a larger American community through informal discussion and socializing. They also expect to teach Americans about important aspects of their homelands.

In actuality, participation in off-campus activities is fairly light, especially the first year. Social gatherings with friends and FIUTS activities are most frequent. Broader involvement is uncommon for lack of time and money. Foreign students find the American unlikely to make special attempts to initiate social interactions. Some complain about minimum social involvement and instances of discrimination. For all our image as internationally-involved people, we seem less than curious about their homelands and cultures. Most teaching of Americans turns out to be informally done, also.

Over three-fourth find some aspect or another of American culture difficult to cope with. Over half anticipated some readjustment problems upon returning home. It is not uncommon for some to feel that they are "turning into Americans." Dress, colloquial language, social customs and standard of living are often of more import than the student had anticipated. The American character and attitudes toward minorities and foreign students are apparently not accurately represented in foreign countries.

Seattle's weather receives a share of the complaints, though others choose the area here for its climate and geography.

Financial problems

Foreign students tend to overestimate the availability of sources of supplementary finances in this country. This is especially true regarding financial aid available for the first year here. Almost uniformly, students express surprise at high costs here. Most foreign students supported by their families have to seek part-time work to meet expenses.

Tuition increases, inflation, and the small number of scholarships and loan funds available to students are sources of difficulty. Also, official rates of monetary exchange do not accurately reflect cost of living differences or anticipate inflationary trends, nor the difference in cost of living for Seattle compared to other parts of the U.S. with which the student may have some familiarity. Even those foreign students on government grants are subject to these pressures. Some U.S. government grants to foreign students were actually reduced in amount this year while the cost of living rose and loan funds remained scarce.

C. Reasons for Selecting the University of Washington

From a questionnaire list of twenty-one possible reasons for selecting the UW over other American schools, the most highly endorsed reason was the reputation of the academic department in which the student was enrolled. With a seventy-three percent concentration of graduate students in the group of students sampled, the first choice is not surprising. The advice of friends and relatives, academic reputation of the UW, and advice of former UW students were mentioned frequently. TA/RA positions available here, assignment by one's sponsor, and the climate and geography of the area were endorsed somewhat.

Admissions standards, number of admissions tests, state tuition scholarships available, local attitude toward foreign students and special offices here for assisting foreign students were seldom cited as reasons for choosing the UW.

D. Immigration Requirements

The foreign student must be a "full-time" student to meet Immigration Service requirements. Running afoul of this agency's regulations is a frequent worry. He cannot drop classes or take a quarter off as easily as the American student can. Such requirements along with the increased pace of classes and greater time needed for completing assignments leave little time for extracurricular activities and relaxation for most.

IV. Recommendations

1. A yearly workshop for academic advisors should be given through ISO, assuming the endorsement of the Advisory Committee. Each department with a sizeable foreign student enrollment should be required to send at least one advisor who will be working with foreign students during the year. Additional advisors or advisors from other departments would be invited. The purpose of the workshop would be to provide information about foreign student immigration commitments, sources of financial aid, and special resources on campus; to give an awareness of student expectancies for their educational experience, differences in academic practices abroad, and culture shock problems; and to share experiences in advising foreign students.

2. Information sent to foreign students before arriving at the UW should include realistic appraisals of educational and personal costs in the Seattle area, including allowance for inflation and other rises in cost over a several-year period. General admonitions about "high costs" which avoid providing the necessary detail do not have the appropriate effect.

Information regarding methods of study, course selection and home country application can be provided by some departments. Realistic information on departmental selection procedures for students and assignment of TA/RA positions is needed. All information currently mailed to foreign students should be studied by the Advisory Committee and revised in a coordinated manner.

3. A systematic program of outreach to new students should be operated through departments under the joint sponsorship of ISO and groups like GPSS. Those persons not attending Orientation should be sought out individually to learn their current addresses and inform them of ISO student organizations on campus. Accurate mailing lists must be developed.

4. Attempts should be made to acquaint a number of academic departments (e.g., Anthropology, Political Science, Economics, etc.) with the

possibility of using foreign students as special lecturers in certain courses. The intimate and recent knowledge about their homelands which many of these well-educated students bring up to us should be pertinent to the educational objectives of a number of University courses. Little use is made of such a resource at present.

Subcommittee on Educational Purposes
of Foreign Students and Outcome

Thomas F. Hodgson, Director
Evaluative and Counseling Services

Gholam Vatandoust, Graduate Student
Near Eastern Languages and Literature

Dr. George Lawrence
Counseling Center
Chairman

APPENDIX

QUESTIONNAIRE ON FOREIGN STUDENT EXPECTATIONS

Summary of Results

The sample represents about five percent of the foreign population of the University of Washington and is essentially non-overlapping with the sample interviewed for the Committee's general survey in Spring, 1972. There are somewhat more graduate students and fewer seniors, and more first-quarter students (25%) in this sample. Otherwise, the questionnaire and survey samples are roughly similar in distribution by class, college, quarters in attendance, transfers or new arrivals, age and sex.

About half the students felt their estimates of their English language skills compared to American students prior to arriving here were adequate, but over a third felt they overestimated their language skills. Likewise, almost half felt their estimates of their subject-matter skills by comparison were adequate, while over a fourth expressed an original overestimate.

Satisfaction with one's preparation here for work in one's home country is registered by about half. A fourth chose not to answer. The remaining fourth expressed dissatisfaction mostly with the availability of practical training opportunities, "ivory tower" approaches and lack of attention specifically to foreign application.

When asked what information in advance would have helped them most in deciding whether or not to attend the UW, the one in five who responded asked for materials explaining the UW orientation to education, more accurate and realistic information on degree requirements and course descriptions, and the nature of financial opportunities. The most surprising aspect of life in the U.S. and at the UW was financial costs, but many also found they had an inaccurate picture of the American character and the attitudes here toward minorities and foreign students.

Well over two-thirds had some advice to offer fellow countrymen about to enroll at the UW. "Beware of high costs," "know about the weather," and "come for the experience" were the most frequent suggestions. Warnings to learn the language well, to not expect too much and to be self-reliant were also given.

About half took the opportunity to register a major complaint. High tuition, as well as impersonality, discrimination and limited social interaction were the most frequent remarks, the weather, academic work load and bureaucracy (especially Immigration Service) also received attention. Instructor problems and inaccurate information were troublesome as well.

APPENDIX IX

STUDY OF FOREIGN STUDENT ADMISSION POLICIES

prepared for

Committee on Foreign Student Policies and Services

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June 1972

STUDY OF FOREIGN STUDENT ADMISSION POLICIES

The Committee on Foreign Student Policies and Services was empaneled by the Provost's office to study the University of Washington's program for foreign students. The Committee focused upon the University's current admissions practices as one area of study interest, and recommended, as a basis for the study, that a survey be made of admissions practices at other like institutions to provide some understanding of how other campuses have organized programs for admitting foreign students. Accordingly, the appended questionnaire was developed and sent to 65 institutions with enrollments of 15,000 and above.* A total of 59 institutions responded to the request, and the following outline summarizes the range of responses.

Like all questionnaire writers, we realized too late that certain additional questions should have been asked. The most obvious omission was, "How many foreign students are enrolled in your institution?" and we might also have inquired, "How many of them are undergraduates? How many are graduate students? What proportion of each group are returning students?" We regret the shortcomings, but hope that the data summarized here will be useful in its own right as well as serving directors of admissions who plan questionnaires of their own.

Sample

The questionnaire was sent to Directors of Admissions at state colleges, public institutions and private universities with enrollments of 15,000 and above.* Since replies from state colleges and public universities were essentially the same, they were combined and are indicated as "public" in the tables which follow. Replies from private institutions are indicated as "private" in the tables.

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*Based on a list compiled by Garland C. Parker, University of Cincinnati, and published as the "Annual Survey of Enrollment" in the February 1972 issue of School and Society, pp. 113-134.

Response

	Institutions Surveyed	Replies Received
State colleges and public institutions	50	47
Private universities	15	12
	65	59

1. DOES YOUR ADMISSION POLICY FOR FOREIGN STUDENTS DIFFER FROM THAT FOR "NATIVE" STUDENTS?

	No	Yes
Public	0	47
Private	1	11

Replies were unanimously "yes," with the exception of one private school--which did, however, require special pre-admission tests for foreign students.

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*As defined by the Parker survey of enrollment, "public" includes: unitary state college and university systems--multi-campus college or university systems administered centrally by a state-wide board of directors or trustees and a state-wide president or chancellor; public universities of complex organization--public institutions of complex organization that offer baccalaureate degrees in many disciplines and graduate programs through the doctoral level in three or more fields. "Private" includes: private universities of complex organization--private institutions of complex organization that offer baccalaureate degrees in many disciplines and graduate programs through the doctoral level in three or more fields.

2. ARE SPECIAL PRE-ADMISSION OR PLACEMENT TESTS REQUIRED OF FOREIGN STUDENTS?

	No	Yes
Public	1	46
Private	1	11

2a. Which of the following tests are required?

TOEFL = Test of English as a Foreign Language
ACT = American College Test
SAT = Scholastic Aptitude Test
CLEP = College Level Examination Program
GRE = Graduate Record Examination
ATGSB = Admission Test for Graduate Study in Business

	TOEFL	ACT	SAT	CLEP	OTHER
Public	47	7	20	0	GRE (9); ATGSB (8)
Private	11	1	6	0	GRE (3); ATGSB (3)

As we expected, the TOEFL examination was a nearly universal requirement for entrance. At one institution, it was "requested but not required"; at another, students could be exempted from the test if they had satisfactorily completed one year at a U.S. institution.

The SAT, which can be administered abroad, won out over its competitor, ACT, though at least one school requiring ACT requested scores for both tests, if the student had taken the SAT abroad. No school required CLEP; the GRE and ATGSB requirements, in contrast, suggest that most foreign students are entering at the graduate level. (Obviously, some schools required graduate-level exam scores of their American students as well.)

Less popular tests (mentioned only once each in the sample) were:

AAT = Architectural School Aptitude Test
GCE = General Certificate of Education (a British examination similar to the U.S. GED. See below.)
GED = General Educational Development (an American examination at the high school diploma level, often used as an equivalency test corresponding to high school graduation.)
LSAT = Law School Aptitude Test
MCAT = Medical College Admission Test
Miller Analogy = test of reasoning ability

3. IS THERE AN ADMISSIONS QUOTA SYSTEM?

Maintain ratio of foreign/native	Sets limits from region or country	Limit entries to schools, programs
8	2	7
1	1	1

Although a few institutions listed restrictions such as "foreign enrollment limited to 20 students per year," or "non-Canadian enrollment restricted to no more than 1.5% of total undergraduate enrollment," any quota policy was usually informal. Restrictions were based on facilities available (e.g., in medical-dental programs) or on general enrollment limits, rather than on the citizenship of the applicant. However, schools with high foreign enrollment from one region or concentrated in certain departments often had a quota system.

4. ARE SPECIAL FINANCIAL ARRANGEMENTS REQUIRED FOR FOREIGN STUDENTS?

4a. Student must certify funds of $_______ per academic year.

	Less than $2,000	$2,000-2,499	$2,500 2,999	$3,000 3,499	$3,500-3,999
Public	1	3	3	10	7
Private	-	-	-	-	2

	$4,000-4,499	$4,500 4,999	$5,000-5,499	$5,500 5,999	$6,000-6,499
Public	6	-	3	1	-
Private	3	1	-	1	2

The wide range of financial arrangements required suggests that some institutions might interview their current foreign students to see whether stated requirements meet actual needs. Most institutions required certification of funds of $3,000-4,500 per academic year, though private institutions' costs were predictably higher. The total "certified" funds generally included tuition and fees plus incidental living expenses, though the apparent "bargain" cost of one public institution shown above includes tuition and fees only.

4b. A sponsor is required to certify tuition and fees.

Public	14
Private	4

Some schools required certification from both the student and a sponsor. One discouraged admissions director wrote, "Too many [students] certify availability of funds that really do not exist." Perhaps for this reason, statements from banks were required by some institutions.

4c. No special financial arrangements required for foreign students.

Public	7
Private	0

These schools apparently relied on Immigration Services' policy that foreign students must have sufficient funds for one year's study before they can be admitted to a U.S. institution.

5. ARE TUITION AND FEES DIFFERENT FOR FOREIGN THAN FOR OTHER STUDENTS?

This question seemed to pose some problems for our respondents. Thirteen public institutions and two private schools stated that tuition was "the same for all students." However, marginal comments on a number of questionnaires indicate that in general, foreign students pay the same tuition as American non-resident students (ranging from two to three times the cost for resident students), though a few pay a special higher rate as "foreigners." Only one school stated that it charged foreign students less than state residents (presumably as a philanthropical gesture based on relative average earning power of the two groups.)

Some schools charged a higher tuition for graduate students (native or not) or for those in certain special programs, such as medicine.

6. ARE SPECIAL SERVICES OFFERED TO THE FOREIGN STUDENT BEYOND THOSE PROVIDED FOR OTHER STUDENTS?

6a.

	No	Yes
Public	2	45
Private	1	11

The "no" answers may have indicated a foreign enrollment too low to justify special services beyond those for other students.

6b. If special services are provided to foreign students, of what type are they?

	Orient. to City, Area	Orient. to Acad./ Social Customs	Counsel. on Personal/Acad.	Language Instruc.
Public	33	42	43	35
Private	10	10	10	9

	Finding Housing	Legal (Visa and Work) Problems	Employment Service	Financial Aid
Public	39	40	24	*
Private	9	11	5	*

Clearly, most institutions made special efforts to assist foreign students in adjusting to their new environment, though several schools had no special program in English for foreign students, and a few offered such courses only during the summer term. Often there was no special employment office for foreign students, though the "legal" (visa) counseling they received probably included a reminder of Immigration's restrictions on permitted employment.

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*Financial aid services are discussed in the next section.

Financial Aid Services

According to Immigration rules, the prospective foreign student must show that he has sufficient financial resources to maintain himself for one year. For this reason, few institutions offered major financial aid the first year. Most financial support was restricted to graduate students, who were expected to do teaching or assist with research in exchange for their stipend. (Outstanding undergraduates occasionally were awarded tuition waivers.)

Financial aid for foreign students was of two types: large long-term loans, and small short-term emergency loans. Presumably, the same loan policies applied to American students as well. There was considerable variation in the permitted limit on loans, since limits were often keyed to tuition costs. Major long-term loans were rare, though one public school loaned $1,000 at 4% interest to upper-division and graduate students only. Most often, schools considered tuition waivers or scholarships as "financial aid" to foreign students.

The small short-term loans ranged from a low of $20 to a high of $350; the most common limit seemed to be $300. The smaller the loan, the less likely that interest would be charged, although a service charge was sometimes made. However, several institutions stated that no further restricted loans to specific purposes, usually to payment of tuition by specified deadlines. Tuition loans were to be repaid before the student continued his enrollment in a subsequent term. The average emergency loan was to be repaid within six months, although the short-term very small loan, e.g., under $100, was to be repaid sooner--in one case, within 20 days.

7. DOES YOUR INSTITUTION HAVE SPECIAL HOUSING REQUIREMENTS FOR FOREIGN STUDENTS, DIFFERING FROM THOSE FOR OTHER STUDENTS?

	Dormitory Residence Required	No Special Requirements
Public	1	46
Private	2	10

We had expected that more institutions would require dormitory residence, at least for the first term, as an introduction to "American college life." However, our respondents seem to be following the national trend away from residence hall living, though a few schools required freshmen (or freshman women) to live on campus. On one campus, the residence hall meal plan was optional for those on special diets (e.g., vegetarians).

8. DOES YOUR INSTITUTION PARTICIPATE IN A "HOST-FAMILY" PROGRAM OR SIMILAR PLAN?

	Yes	No	No Reply
Public	32	14	1
Private	8	3	1

8a. Type of plan specified

	Host Family	Big Brother	Community
Public	16	2	5
Private	2	–	3

The "host family" program was the most popular; usually, the student could choose whether he wished to sign up for it. Some schools used more than one type of plan. Variations included special programs for students' wives, field trips to local communities, intercultural communications workshops, etc.

9. DOES YOUR OFFICE RECEIVE MANY APPLICATIONS FROM UNQUALIFIED FOREIGN STUDENTS?

	Yes	No	No Reply
Public	44	2	1
Private	9	3	-

Almost all schools stated they had "many" applications from unqualified students. Schools with large foreign enrollments sometimes had developed a short "preliminary" application form which could be quickly screened by their Office of Admissions.

9a. If Yes, approximate number of such applications or inquiries per year.

Most institutions "guesstimated" this figure. Several expressed it as a percentage of total applications: three public schools said, "10%;" two more, "30-33 1/3%;" two, "50% or more," and one weary respondent, "90%." Public institutions estimated applications from unqualified applicants at anywhere from 100 to 6,000 per year. Private schools (perhaps smaller and not so well known) had "hundreds" of applications to reject.

If special "rejection" form letters are used for foreign students, keeping track of the number of letters sent is a simple clerical task. A tally of the source of "unqualified" applicants (tabulated by country, school, and/or apparent source of the student's information about your school) can then be made. If a flood of unqualified applicants or incomplete applications is coming from one school or referred to you by one consulate or embassy, clarification of your requirements for admission may be sent to the person or group "publicizing" your school in the foreign country.*

10. WHICH OF THE FOLLOWING REASONS ACCOUNT FOR MOST OF THE DISQUALIFICATIONS FOR FOREIGN STUDENTS?

	Financial	Academic	Misconception of Your Program
Public	27	42	16
Private	9	9	5

Many respondents checked more than one reason, and some ranked the reasons in order of importance. Though academic deficiencies are seen by most admissions directors to be the main reason for rejecting foreign students, the figures above may be misleading. It is likely that many students, after receiving the institution's fee schedule and estimate of expenses, realize they cannot afford to attend school in the United

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*Pre-screening applicants can also be done abroad, without charge to an institution. According to a NAFSA leaflet, "Interview reports cover such items as the applicant's general academic competence and the strengths and weaknesses of his academic credentials, his motivation, his English language competence, his financial status, and his physical health and personality." For more information, write NAFSA Central Office, 809 United Nations Plaza, New York 10017.

States. These students may quickly eliminate themselves from further consideration by failing to complete the application procedure. Optimists who hope for financial support may complete the procedure, only to be screened out for academic deficiencies. Thus most rejections appear to be based on academic, rather than financial grounds.

One respondent stated that his institution sent a "delay letter," rather than a denial of admission, to students who seemed academically qualified but who had linguistic or financial problems.

11. WHAT ARE THE PRINCIPAL REASONS FOR ENCOURAGING AND/OR ACCEPTING FOREIGN STUDENTS IN YOUR INSTITUTION?

	Value of Cosmopol. Student Body	Contribution of Different Bkgrd.	Service to International Community
Public	32	28	24
Private	9	10	6

As in their responses to Question 10, Reasons for Disqualification, the directors of admissions checked more than one response to this question, though fewer tried to rank order their choices. We listed the conventional "principal reasons" for foreign student enrollment to see if respondents would check all three (the "home, Mother, apple pie" reflex.) Some did, but as one respondent said, "Relating of University programs to those stated values rarely occurs."

Our special thanks to the directors who sent us copies of their admissions forms, brochures for foreign students, reports of research, and foreign student "survival handbooks."